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# WEST BENGAL BOARD OF SECONDARY EDUCATION

## SARBA SHIKSHA ABHIYAN CELL

Derozio Bhawan, Bidhannagar  
Kolkata - 700 091.

### ENGLISH VERSION OF MODULES FOR

- ✱ Orientation of Head of Institutions
- ✱ Orientation of Members of Managing Committees
- ✱ Orientation of Teachers

(Participatory Workshop)

13/Gilt



# ORIENTATION OF HEAD OF INSTITUTIONS

## FOREWORD

Education is the birth right of all children. Despite this truth education for all children could not be ensured as a direct sequel of socio-economic reasons and lack of will. The programme for elementary education for all children has been initiated and the completion of the same has to be done within 2010. The West Bengal Board of Secondary Education has joined the movement as a supportive performer with this view on.

Education is a dynamic process and hence, educational endeavours change maintaining perfect pace with social changes and aspirations. Educational process soaked by latest learning technique adapts best with socio-economic demands. The head of the institutions leads his colleagues showing full respect to the democratic norms and values. Collective and planned efforts create congenial environment for formal education system. Again, the head of the institutions should never try to be a boss.

The prime object of the education for all movement is to bring the children under the umbrella of elementary education retaining the quality aspect; it is not an easy task, an arduous one in nature. The Headmaster/Headmistress needs community patronage for achieving the goal. She/he has to build up cordial rapport between the persons working in the arena of education and the society. It is a stark reality that the Govt. alone can never shoulder complete responsibility of making education universal. The educational process reaches the desired height through collective endeavours. For expansion of the orbit of education, the head of the institution has to assume a very significant role.

Large classroom is a reality. The qualitative change in the field of education is an ongoing process and accepting the prevailing objective reality the elevation activities should move forward. The persons working in the arena of education have social obligations, and there are professional responsibilities, and professional ethics that incorporate some moral principles—one can never afford to forget this aspect.

The Headmaster /Headmistress is the leader among the peers, but she/he should make sincere efforts for protection of all types of rights and privileges of his colleagues.

The sensitisation programme of the head of the Institutions across the state has been taken up for the reasons mentioned above.

07.08.2003



*gghofa*

President  
West Bengal Board of  
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Derozio Bhavan, Bidhannagar,  
Kolkata-700091



# Orientation of the Head of the Institutions (Participatory Programme)

## APPROACH PAPER

The Headmaster /Headmistress functions within well earmarked and fixed areas of activities. Yet, the vision of the Head of the institution plays a very effective role which results in effecting further enhancement of quality. The prevailing social condition has affixed more importance on education and appetite for quality education among the people at large has increased. It is also true that a section of people has not yet realised the importance and necessity of education.

It is equally true a vast majority of pupils fails to receive education upto class-x standard due to economic condition and social backwardness. The teachers, educational workers and members of managing committees in unison can play a dynamic role for retention upto class-x and quality enhancement. In formal education system the Headmaster/Headmistress holds the helm — he/she is the prime person among the peers. She/he must keep in view that nothing fruitful can be achieved without community involvement, especially the advanced sections. For total development and retention of the children upto 16 years collective activity is a must. And theory of motivation and scientific management coupled with participatory input make functioning of the institution smooth and purposeful. It is the duty of the Headmaster/Headmistress to identify the problem areas and then to adopt a decision in a democratic manner.

### Possible Problems

1. Number of children should be enrolled.
2. If all of them are being admitted.
3. Infrastructural deficiencies.
4. If there is any dropout amongst the pupils enrolled.
5. Particular class where the number of dropout is alarming.
6. If large class room is posing any serious problem despite effecting participatory method.
7. If majority of the learners can achieve desired quality— proper utilisation of learning days possible or not.
8. The class room situation is joyous and student friendly or not.
9. Pupils' participation in the learning process—its nature.
10. How far evaluation has enhanced quality factor.
11. If the efforts are on for elevation of the weaker section of learners to the standard level.
12. If the managing committee is aware and active for ensuring learning of the target group of children of the locality.
13. How far the managing committee undertakes positive responsibility for total development of the Institution.



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14. If the teachers, educational employees and managing committee strive for collective initiative for development of the Institution.
15. If the administration maintains continuous touch with Panchayet/Municipality/ Corporation/and Welfare Deptts of the State/Central Governments.
16. If the community involvement has been ensured.
17. If the guardians are being informed about the academic progress of the pupils.
18. Protection of the rights and privileges of the teachers, educational employees.
  - (a) If the appointment(s) is/are approved by the relevant authority/authorities and other formalities are done.
  - (b) Entry of the sanctioned leave(s) in the Service Book—proper maintenance of the Leave Register.
  - (c) Updating of Service Book.
  - (d) If the relevant documents and papers are submitted to the competent authority before the retirement of the employee(s).
  - (e) If initiatives are taken with the concerned authorities for appointment to the vacant posts.
  - (f) Entry of the P.F. money with due interests and on demand each member of the staff be entertained to verify the present balance.
  - (g) If contact is made with administrative hierarchy including WBBSE when necessity occurs.
19. Correct analysis is a must for taking decision(s) pertaining to the problem(s) mentioned above.

### Possible Solutions

1. It's not true that one problem can be addressed resorting to one path only. In the field of education realistic approach should be made keeping in view the demand of the situation and time too.
2. It is suggested that exploiting best the available resources the hindrances are to be met. The decision has to be taken considering the viability and necessity of the situation. The correctness and usability of the remedial steps are to be assessed again. The execution is the last step. Sometimes accepted decision is not translated into reality- and everything ends in futility.

Democratic system now reigns supreme in the arena of education. This is to say that decision has to be taken taking each and all into confidence as far as possible. The Headmaster/Headmistress should endeavour to involve the guardians and people of the locality for development of the institution. His/Her personality, knowledge and acumen widen the path of development. True democratic process needs collective efforts. The head of the Institution has a greater ambit of interaction while performing the functions of school. This concept must remain present all the times. Communication is an art, and straightforward but clear and modest language can best serve the purpose. For all these, Headmaster/Headmistress should inculcate the following qualities:



1. Human approach freeing herself/himself from mechanical outlook.
2. Motivational keenness and leadership.
3. Clear perception about participatory management.
4. Conceptual clarity pertaining to functioning process of the institutions.
5. Punctuality.
6. Clear concept about the duties and responsibilities.
7. Display of leadership qualities while working in unison.
8. Ceaseless efforts for establishing rapport among the members of the managing committee, guardians and the society.

The school related specific problems are to be met within the campus analysing the lacuna and plannings are to be undertaken on realistic and objective lines. It is to be kept in mind that Education For All children becomes a reality. And this empowerment will ensure all comprehensive development of the society. Educational objectives should make an atmosphere where all the children can take active part in developmental works.

- (A) The scanning of the problems in respect of admission of the children from Classes V-VIII.
  - (1) The existing resources.
  - (2) The deficient areas.
  - (3) Measures to be undertaken.
- (B) The total number of learners continuing studies, discontinued and stagnant learners.
- (C) For quality assurance:
  - (1) Present achievement level
  - (2) Deficient areas
  - (3) Steps to be taken for further enhancement of quality.
- (D) A list to be prepared of the children of 9+years with the help of Village Education Committee / Ward Education Committee and efforts are to be made for admission of all of them. Here infrastructure may be a constraint factor. Endeavours are to be made to solve the problem with the help of the local people, Sarba Siksha Abhiyan(SSA) and the Govt.
- (E) To accommodate all the children utilisation of the same infrastructure can be done re-scheduling the school time, and for this, separate time-schedule may be prepared. The total infrastructure is being used for the time span of 10.50 am -4.20 pm.
- (F)
  - (1) Enhancement of quality of the school environment.
  - (2) Quality upliftment pertaining to learning process.
  - (3) More initiative of the teachers for quality elevation
- (G) Creation of healthy social environment inside the school campus.
- (H) Arrangement for organising more cultural activities, sports and games for creating attraction for the school.
- (I) Creation of feeling of attachment of the guardians towards the school.



- (J) Remedial measures for stagnant learners, and further retention of learners.
- (K) (1) Presentation of joyful learning process.
- (2) Interaction with the guardians regarding the drop-outs, irregular and truant students.
- (3) Extra care for the weak learners so as to elevate them to the desired level.

### For Quality Assurance

- ⇒ Development of infrastructure and educational environment.
- ⇒ Regular attendance of the learners and the teaching staff members.
- ⇒ Initiative for Teachers' Training and acceptance of the helps rendered by SSA in this respect.
- ⇒ Scientific classroom management.
- ⇒ Participation of all sections of learners in the learning process.
- ⇒ Endeavours for bringing the weak learners to the desired level of quality achievement
- ⇒ Creation of congenial environment for learning.

It is necessary to apprise the people of the locality of the results of all Classes, the list of drop-outs affixing these on the specified space of the local administrative office so that some positive steps can be taken to thwart the regressive trends. The list may be prepared mentioning the name, class and academic achievement of each learner.

A specimen design is given below

#### Name of the school

| Name | Class | No. of students admitted | Irregular attendance | No. of drop-outs | Academic score(last exam) |           |                   |
|------|-------|--------------------------|----------------------|------------------|---------------------------|-----------|-------------------|
|      |       |                          |                      |                  | below 30%                 | below 40% | below 50% or more |
|      | V     | 100                      | 20                   | 20               | _____                     | _____     | _____             |
|      | VI    |                          |                      |                  |                           |           |                   |
|      | VII   |                          |                      |                  |                           |           |                   |
|      | VIII  |                          |                      |                  |                           |           |                   |

Active initiative of the teachers, educational employees, guardians and people of the locality can play a vital role for elevating the learners to the desired level of quality achievement.

Let us all play a positive role in upgrading the achievement level of learners.

Sd/=

Sd/=

Secretary,  
Managing Committee.

Head Mistress/  
Head Master



## **Some obstacles that we need to overcome for Universalisation of Elementary Education**

1. Female educational scenario is not bright in our state. In rural areas especially, social backwardness is a factor that hinders female education. Again, among some communities lack of will in respect of girls' education is prevalent. The girls' and co-educational schools have a role to play.

The Heads of these Institutions with the support of Panchayat System can build awareness up for expansion of female education. The Headmaster/Headmistress and the Managing Committee can explain the benefits of education to the unwilling parents, and efforts are to be made for enrolment of the female children.

2. The handicapped children need special support and deep affection—they are to be encouraged. There are marginally, visually or orthopedically handicapped children, these apart a little speech deficient children can be retained in the normal schools. The task of imparting education is not easy one, but never impossible. It is better to retain them in the main stream. It is needless to mention the Head of the school has a vital role here.

3. Child labour is just a menace—economic cause creates this malady. But there are other minor factors which can be prevented. The children of this group and socially weaker section also have tendency of discontinuing studies at tender age. Vigilance is needed to retain them.

Retention of the continuing learners and for quality assurance, especially for classes V and VI, the following methods may be adopted where the Head of the Institution has a special responsibility:

- (a) The concepts of joyful learning and other innovative methods of learning- teaching process have much relevance in these two classes
- (b) Group learning, pair and peer learning processes render much benefits to the slow learners and these build up confidence among them all.

[The methodology and detailed discussion in respect of these ideas will be discussed at the time of orientation programme.]

### **Role of the Headmaster/Headmistress in organising collective responsibility for functioning of the school.**

1. In democratic education system the managing committee for active participation of the people of the locality, guardians, panchayet representative or person interested in education works as the common platform. The Teacher and Educational Employees are the greatest factors to reckon with. They should be aptly used in educational process as leaders and initiators—experience speaks this truth.
2. In educational planning and for creation of ideal educational environment the Head of Institution has a pivotal role. He/she should lead having a flexible personality.
3. As a Joint Secretary of the M.C. the Headmaster/Headmistress has to extricate himself/herself from the traditional concepts. The classroom transaction should also be in consonance with modern concepts and methodologies. The Headmaster/Headmistress should light the path up in consultation with the Academic Council and senior subject teachers.



# West Bengal Board Of Secondary Education

## Sarba Siksha Abhiyan Cell

Derozio Bhaban, Bidhannagar,

Kolkata - 700 091

### Orientation of the Head of Institutions

#### [ Participatory Workshop ]

#### :: Division of Group Activities ::

1. Model role of the Head of the Institutions
  - (a) Leadership -
    - ☐ Academic
    - ☐ Administrative
    - ☐ Managing Committee (as Coordinator)
2. School and Society
3. Day to day functioning of the school
  - ☐ Classroom transaction and Quality assurance
  - ☐ Continuous Evaluation
  - ☐ Remedial Lessons
4. School Cluster
5. Comprehensive Annual Calendar
  - ☐ Curricular and Cocurricular Annual Calendar.

(at least 200 Learning Days in an Academic Session)
6. Professional Ethics and Obligations of the persons working in an educational institution
7. All -round Development of the schools
8. Role of the Head master/Headmistress in the task of ensuring elementary education of all children within 2010.
9. For All The Groups :

Opinion about the syllabus and curriculum keeping in view the demand of the time.

N.B. : All the participants are requested to offer constructive suggestion(s) in written mode to upgrade the standard of the module.



# ORIENTATION OF THE MEMBERS OF MANAGING COMMITTEE

## FOREWORD

Education benefits both the individual and the society. Education removes darkness and lights the path up, illuminates it more. Education widens the scope for establishment of social justice.

Towards the closing years of 19th Century the advanced sections and the people started movements against the conservative and backward outlooks of colonialism and feudalism. Being bathed by the impact of knowledge and science-technology of the West, a section of people struggled to free the country from the clutch of economic exploitations, became vocal for self-governance, democracy. At this juncture, the necessity for mass education was declared in a firm voice. The demand for free compulsory elementary education found firm grounds during the initial decade of the 20th Century. Yet, the colonialists and the feudal forces refused to concede the demand. After Independence the ruling class preferred to step into the shoes of the colonial masters and feudal forces, but the framers of the Constitution suggested that free compulsory education should be made a reality within 10 years from the enforcement of the constitutional governance. But utter lack of will of the rulers prevented the task of universalisation of education.

Education is the birth right of a child, it is not a case of begging. Though much late, yet Sarva Siksha Abhiyan has started to universalize elementary education across the country. The West Bengal Board of Secondary Education has joined the movement as a helping force.

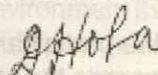
Sarva Siksha Abhiyan (SSA) aspires to bring all the children under the ambit of elementary education retaining quality of education. It is not an easy task, materialisation of the endeavour demands constant vigil and support of all sections of people. The Managing committee can build up a bridge between the personnel working in the arena of education and the society, and expansion of the horizon of education largely depends upon all the members of the M.C. The elevation of education to the desired height depends largely on well-planned and well-organised endeavours.

Education awares the pupils to know perfectly the objects and events of the environment, and on the other side, it sharpens intellect, awards eyesight to analyse the experience and thereby, helps them to equip themselves with the prowess to contribute to the development of the society. Education again supplies vision to view the life on totality, not in isolation. Education makes individual life complete and secure, makes the society more beautiful, more advanced. But it is pertinent to remember that all literates are not educated and all literates are not uneducated persons.

The members of the Managing Committee are elected representatives. With a view to effect expansion of education the M.C. performs the assigned tasks in cooperation with the Headmaster/Headmistress, the educational employees showing full respect to democratic norms and aspirations. The personnel working in the area of education have certain limitations so far as expansion of education is concerned, the M.C. fills up the deficient areas. Poverty hinders the scope of education, yet social backwardness, gender bias, in considerate and harsh outlook etc. contribute affluently to increase the number of drop-outs. Here the M.C. can play a positive role. The M.C. can take initiatives to arouse social consciousness.

Let us all work in unison to supply impetus for forward march of Universalization of Elementary Education.

Thanks.

  
President

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29.08.2003



## APPROACH PAPER

Development without education is just an utopia. The stalwarts of the country in the arena of learning and wisdom always prescribed for Mass Education. The framers of our Constitution also advocated for free universal elementary education for the children upto the age of 14+ and it was suggested that the task must be completed within 10 years from the commencement of Constitutional rule. Alas! This cherished desire of the founding fathers of the Constitution couldn't be translated into reality even after 56 years of Independence.

The educational scenario of West Bengal is pretty good, if judged keeping alive the picture of the country. Yet, all the children of the aforesaid age group couldn't be 'brought under the umbrella of school education. We cannot just afford to waste a little span of time and must employ our time and energy for universalisation of elementary education. The Apex Court of the country has advised for completion of the elementary education for all within 2010.

The major chunk of the Managing Committee is the representative of the guardians. The Managing Committee should endeavour to elevate the status of the Institution securing full support of the community. Education is a dynamic process —this dynamism finds vivid expression with participation of all sections of people of the locality. In a democratic set-up people's participation ensures brighter tomorrow. The members of the Managing Committee have a pivotal role to play for enhancement of educational scope. The sensitisation of the members of the Managing Committee widens the opportunity for more effective functioning. It must be kept in mind that all the responsible citizens have social obligations and it is our duty to protect the right to education of each and every child irrespective of social class, religion, caste or creed.

### Elementary Education For All

Age group : 5+ to 13+

Education of the above mentioned age group is divided into two stages -

- 1) Primary Education
- 2) Upper Primary / Lower Secondary Education.

The West Bengal Board of Secondary Education controls total education of second stage of learning and Secondary Education.

### Orientation of the Members of Managing Committee :

1. (a) Structure and tenure of the M.C.
- (b) Powers and Responsibilities
- (c) Relation with the teachers and educational employees
- (d) Positive role of M.C. in the initial stage of preparation of plannings for development of classroom learning process.
- (e) Role as rapporteur(s) between the guardians and teachers.

2. (a) Aspirations of the Sarba Siksha Abhiyan (SSA)
- (b) Duties and Responsibilities of members in the backdrop of SSA programmes
- (c) Joint plannings with Village/Ward Education Committees
- (d) Possible intervention for upgradation of existing infrastructural deficiencies.
- (e) Inclusion of female guardians in the M.C. of each school considering the utility factor of such an action in future.
- (f) Identification of dropouts, irregular students and efforts for bringing them back to school securing support of the Panchayet members/ Municipal representatives.
- (g) Special programmes for quality development, especially for the weak/slow learners.
- (h) Utilisation of the professional acumen of the interested retired teachers
- (i) Results of Periodical /Half-yearly and Final /Annual Exams to be discussed at all levels. For perusal of the public results to be affixed on the Board Of Local Govt. establishment.
3. (a) Joint educational plannings by a team comprising of the Panchayet Pradhan/ Representative of the Municipality/ Village/ Ward Education Committee — this group to be prepared area wise.
- (b) Preparation of Map of the Institution — a specimen of such a map is annexed.
- (c) Survey of the children of the age of 9+ — 13+ who are not enrolled. If the staff members of the school, learners, guardians and interested people of the locality are inspired for the task, then this work is sure to run smoothly.
- (d) Creation of scope for further enrolment.
- (e) In case of necessity, proposal for alternative schooling.
- (f) Attempts to be made for pragmatic approach for reasonable distribution of learners to other schools of the catchment area building a coordination committee for such an act.

### **Basic Challenges : Universalisation of Elementary Education**

1. (a) Widening of Educational opportunity for All Children (9+ to 13+) of the area.
  - ↔ The elevation of consciousness of the people — any noteworthy change?
  - ↔ Collective initiative of the people of the locality — success level?
  - ↔ Measures to be adopted for securing expected height of success
  - ↔ Identification of the lacunae of the infrastructure
  - ↔ Adoption of pragmatic planning
2. (a) Enrolment status
  - ↔ Number of learners enrolled
  - ↔ Number of children still staying outside the schooling system
  - ↔ Reasons for failure
  - ↔ Future plannings



- ↔ Newly enrolled learners, if they are continuing
- ↔ If left, then the reason
- ↔ Remedial measures with plannings
- 3. (a) Quality assurance (in learning - teaching techniques)
  - ↔ Success level
  - ↔ Dark areas
  - ↔ Plannings for development
- ↔ Based on competency of learners
- ↔ M.C. is the best agency, but teachers are to be imbued with such spirit.
- ↔ M.C. has the potentiality to take role of leaders
- 4. (a) Areas need intervention for solution
  - ↔ Development of infrastructure
    - (i) Arrangement for extra classrooms. Education For All refers to creation of congenial environment for enrolment of all children :
      - (1) In formal education system
      - (2) In Alternative Schooling System — Madhyamik Siksha Kendra, Rabindra Open Schooling system, Govt. recognised NGOs
      - (3) Enrolment of all children in Formal and Alternative schools.
      - (4) Retention of all learners at least upto class viii
      - (5) Quality assurance for all learners.

### **Managing Committee And Above mentioned programmes :**

#### **Active Participation For Education For All Movement:**

- (a) The Managing Committee plays a pivotal role in the functioning of the school and upgradation of learning environment inside the school premises. The members of M.C. assumes a vital role for the development of the institution as representatives of the guardians, staff members of the school, and even the people to some extent.
- (1) True, insufficient infrastructure is a constraint factor. Again, in some areas / particular area the need for a new secondary or Alternative school is felt. The village / Ward Education Committee can play a positive role for establishment of such learning centres.  
It is not an impossible task to develop adequate infrastructure with community support. The weak infrastructure can be made better resorting to such an enterprise. The basic necessity is to organise and inspire the community.
- (2) For totality a comprehensive Map of the school has to be prepared pointing the potentiality of the catchment areas. The Map should incorporate the numbers of primary, Junior High, new Secondary Schools, MSK as well as where new school is needed. The Map should display the natural /social barriers. This map will render much help for future plannings.

- (3) It is to be kept in mind that SSA is an auxiliary force to common schooling system. The District Council, Panchayet Samity, Village Panchayet, Municipal Corporation, money from MP and MLA LAD, scheduled caste and Tribal welfare Dept. Voluntary Organisations, Govt. approved NGOs etc. have relevance for ensuring elementary education for all children.
- (4) It is desirable to form a coordination committee consisting of village panchayet/ Municipal functionaries. In the committee representatives of village/Ward Committee, the Secretary and Head of the Institution of High School should be included. The supreme functionary of village Panchayet/Chairman of the Municipality / the representative of the Mayor will function as convener. And the committee will take remedial measures considering the objective reality.

### **Basis of Planning**

- 1) Number of children should be admitted (5+ to 13+)
- 2) Present roll strength (5+ to 13+)
- 3) Number of children who do not go to school at all.
- 4) Number of dropouts — the reason
- 5) Reason for admission to other schools
- 6) Number of handicapped children
- 7) School-wise student-teacher ratio
- 8) Number of classrooms of the school and present condition
- 9) Details of learning-teaching aids
- 10) Details of social and natural environments

### **INITIATIVES**

- 1) For materialisation of coordinated endeavour— community support (in form of donation, labour, materials)
- 2) Initiative for sending the dropouts back to schools
  - (a) In formal schools
  - (b) Alternative schooling system — Education Guarantee Scheme
  - (c) Bridge Course — Alternative system
- 3) The Managing Committee has a prime role to play for community involvement and implementation of right of the child to get admitted in any form of school
- 4) Further and meaningful involvement for development of weak infrastructure.
- 5) Utilisation of existing infrastructure before and after the fixed time schedule.
  - ↔ Arrangement for safe drinking water
  - ↔ Toilets
  - ↔ Micro-level plans for classroom learning
  - ↔ Emphasis for removal of gender discrimination, social backwardness
  - ↔ Special attention for the learners coming from scheduled caste and tribal families, minority communities and handicapped children.



- ↔ Convergent schemes with the cooperation of State District / Sub-district / and Panchayet functionaries
- ↔ M.C. should strive for building up a concerted body for execution of plans taking into confidence the Panchayat / Ward Committees and other related establishments.
- ↔ The body would make a survey of the children inside and outside the school premises who need special care and attention.
  - District SSA can play vital role in many areas
  - Maginally and moderately disabled children should be enrolled in normal schools.
  - Integrated Education For Disabled Scheme Children of the Govt. of India has special programmes for handicapped children.

### **Girls' Education**

- (i) Special campaigns are to be made for retention of Girl students (both Girls and Co-educational schools)
  - (ii) Programmes to meet with scientific outlook the changes and experiences of adolescence
  - (iii) Special common room for female learners (if co-educational school)
- MC has responsibilities towards the society. So, more consciousness to be built up for quality enhancement.

### **Educational Institutions For All Types of Children**

Primary and Junior High Schools / Madhyamik Siksha Kendra (Secondary Education Centre/ Education Guarantee Scheme/ Education Centre for child labourer / non Govt. Organisations (Govt. Approved)

### **For Quality Assurance**

#### **Methods**

Educational Environment  
and Infrastructure

Learning - Teaching Aids

Attendance (Pupils)

Guardians' Meeting

#### **Responsibility**

Community/ Govt./MC/Teachers and Edul  
Employees

Teachers and Edul . Employees / Commu  
nity/M.C./Senior students

Guardians/ Community/Teachers and Edul.  
Employees/M.C.

M.C./Teachers and Edul.Employees/  
Guardians

# West Bengal Board Of Secondary Education

Sarba Siksha Abhiyan Cell

Derozio Bhaban, Bidhannagar,

Kolkata - 700 091

## Orientation Programme For The Members Of Managing Committees [ Participatory Workshop ]

### :: Division of Group Activities ::

1. Managing Committee : Active participation in the movement for Education For All (EFA)
  2. Role of the members in respect of identification of obstacles and the remedial measures pertaining to furtherance of Learning Process inside and outside the classroom
  3. The areas of democratic functioning :
    - (a) Guardian Representatives
    - (b) Teacher and Educational Employee Representatives
    - (c) Panchayet Representative/Person Interested in Education
    - (d) Govt. Nominee
    - (e) Head of the Institution as Joint Secretary
    - (f) Secretary of the M.C.
  4. Democratic evolutions in the formation of Managing Committee
  5. Role of the M.C. in respect of Access, Enrolment, Retention of pupils and development of quality in the Learning Process
- ☐ All the participants are requested to offer their suggestions in written modes, if any, about the community participation assurance and quality development.

N.B.: The Group Leaders to assemble for a brief reporting everyday after 5 pm.





## ORIENTATION OF TEACHERS

### FOREWORD

The West Bengal Board of Secondary Education affixing much importance to Education For All movement has created a separate cell with the object of universalisation of Elementary Education as a supporting force. The WBBSE through the aforesaid cell already has designed modules for the Head of the Institutions and Members of the Managing Committees and conducted workshops for sensitisation programmes — the Draft Approach paper was enriched by the workshops attended by the Key Resource Persons. And the final modules strengthened us all to trickle down the aspirations of the booklet to the base level. And the work of orientation programmes is moving ahead.,

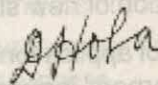
The intensive orientation of the Teachers is a must for enhancement of quality in the field of education. The Draft Approach Paper for Sensitisation of Teachers has been prepared organising workshops of the Experts.

In the formal education system the teachers have a vital role and they can, to a great extent, ensure the right of education of the children. The arena of education secures more light supplied by the teaching community. Herein lies the importance of the programme.

Large classroom is a reality now and this objective reality has to be accepted. At the sometime, some devices are to be innovated for development of more learning capabilities of the pupils. It can be mentioned safely Participatory Learning Process can serve the purpose most fruitfully. The teaching community is gifted with power of innovation, and efforts are to be made for awarding best possible benefits to all the learners.

I have much faith on the conscious teaching community of secondary schools and do entertain the idea that the teachers would exert themselves to the apex capability for achievement of the goal of universalisation of school education across the state.

I extend my heart-felt thanks to all who work in the arena of education.



President  
West Bengal Board of  
Secondary Education  
Derozio Bhavan, Bidhannagar,  
Kolkata-700091

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## APPROCH PAPER

The teachers assume a pivotal role in common schooling system. But endeavours are on to undermine the position of the teaching community. As a matter of fact, there is an organised attack against formal schools. There is an assertion even 'the formal system is dead.' The students of Europe reiterated to counter that attack with the words "No teacher, no future." The International Commission on Education for 21st Century under the leadership of Jacques Delors has viewed Education as the greatest tool for Human Resource Development. Education not only removes poverty and ignorance but reduces the chance of war even. Education again empowers humans to free themselves from the clutches of exploitations and repressions.

For realisation of the aforesaid objectives, education should be fashioned on :

- (a) Learning to know
- (b) Learning to do
- (c) Learning to live together
- (d) Learning to be

Education is an ongoing process of improving one individual's knowledge and know-how, and best means of bringing about personal development and building relationships among individuals, groups and nations too. We need to be conscious about the widening of gaps between a privileged who generally enjoys the bliss of progress and a substantial proportion of people left to suffer its drawbacks. Education supplies vision and thereby helps narrowing down the gaps that prevail.

The acumen, confidence and responsibility — all these qualities of the teachers contribute affluently for quality enhancement in the field of education.

### Areas where attention to be affixed :

- (a) Motivation, appetite to teach help the pupils to learn more; affectionate and loving dispositions inside the classroom help the students effectively
- (b) Innovation of new strategies as per demand
- (c) Desire of application of the Participatory Learning Technique maintaining perfect pace with learners' inquisitiveness for updated knowledge
- (d) Elevation of standard to the desired height keeping eye on quality development of slow learners even.
- (e) Continuous Evaluation should strive to raise the present standard to higher level of achievement
- (f) Learning Process should be attractive, joyful. And demand and desire of the students should be duly attended



- (g) Use of low cost/not cost Teaching Aids, and learners should be encouraged to take part in the making of Aids.
- (h) Help to the slow learners inside and outside the classroom so as to bring them to the same level with the others.
- (i) Assistance to the Head of the Institution, Academic Council, subject teachers, and contact with the guardians for the quality development of the pupils.
- (j) Implementation of the decisions of Academic Council pertaining to dropouts, irregular students and slow learners; and direct support to the educational employees, the staff council for development of the educational environment of the Institution.
- (k) In the learning process the teaching community assumes a pivotal role, yet the teachers can involve the interested section of the guardians and people of the locality displaying sedate thoughts and perceptions, academic flare etc for creation of truly academic environment.
- (l) The teachers can take a positive role for expansion of education in the locality and its adjoining areas.
- (m) The simple but cultivated life style of the teacher not only attracts the learners, it influences the society too.
- (n) Every teacher should have comprehensive knowledge about the syllabus and curriculum — the teacher has to translate into reality the aspirations of the syllabus and curriculum.
- (o) The qualitative development of an institution depends largely on the organisation and execution of curricular and cocurricular plannings initiated mainly by the teachers in consultations with other functionaries.

### **The Essential Requirements and Duties :**

- 1) Punctuality
- 2) Sensitive heart and concern for the learners
- 3) Positive frame of mind and freedom from mechanical precepts
- 4) Prior plannings for the success of Participatory Learning Process
- 5) Inner urge for participation in all the developmental works of the Institution
- 6) Cooperative working potentiality. A teacher is the best resource inside the classroom. She/he is the guide, even a participant in the learning process.
- 7) Some socio-economic constraints may appear, and we all need to thwart those challenges for achievement of Education For All mission.

The problems pertaining to enrolment of all children from classes v — viii, even upto Madhyamik stage (completion of Secondary Education), have to be analysed :

- (a) Existing resources and their fullest utilisation
- (b) Deficient areas
- (c) Remedial steps

- (8) Number of continuing students, dropouts, stagnant learners :
  - (a) The success level
  - (b) Causes of dropout and stagnation
  - (c) How the problems can be addressed
- (9) Constant contact with Village Education Committees/Ward Education Committees of the catchment areas. Preparation of list of learners of the age group of 9+ with help of Primary Schools of the locality and endeavours for total enrolment. The infrastructural hindrances can be solved with the help of community, SSA and the Govt.
- (10) For accommodation of all learners the school building may be used for a larger period of time from morning to late afternoon. In that case, considering the age group of pupils separate routine may be prepared.
- (11) Constant vigil and efforts for
  - (a) Qualitative change of the school environment
  - (b) Qualitative change of the standard of education
  - (c) More involvement of the teachers in all developmental works
- (12) More involvement of the guardians for the Institution
- (13) For minimisation of drop-out rate
  - (a) More congenial and attractive Learning Process
  - (b) Regular touch with the guardians of the irregular pupils and dropouts, and efforts for bringing them back to school
  - (c) Attempts for elevation of the slow/weak learners to the average classroom standard



# West Bengal Board Of Secondary Education

Sarba Siksha Abhiyan Cell

Derozio Bhaban, Bidhannagar,

Kolkata - 700 091

## Orientation Of Teachers : [ Participatory Workshop ]

### :: Division of Group Activities ::

1. The prime areas the teachers need to be fully aware of in the task of enhancement of quality effecting innovative Learning-teaching techniques and approaches as per demand of the situation.
2. Gradual development and crises of Institutionalised Education System : Possible remedial steps to arrest regress under existing system.
3. How can Sarba Siksha Abhiyan play a positive role in making the Right to Education of all children a reality ?
4. The role of the educational institution in social development.
5. The relevance of Participatory Learning Process and Techniques in management of Large Classrooms : The method of converting Large number of Learners into assets in stead of 'liabilities'.
6. Continuous Evaluation, Remedial Lessons, Grade System with numerical awards (not absolute marking), Formation of School Clusters.
7. Curricular and Cocurricular Annual Calendar (at least 200 Learning Days in an Academic Session).
8. Professional Ethics and Obligations.

☐ All participants are requested to submit constructive suggestions in written mode, if any, in respect of enhancement of quality in Learning Process.

N.B.: The group Leaders are to assemble for a brief reporting every day after 5 pm.



## ADDENDUM

### EDUCATION FOR ALL : FORMAL SCHOOL EDUCATION SCENARIO

A handful of people want to perpetuate their right over knowledge-resource like other material resources. They allow the people to acquire that amount of knowledge which they can use to serve their vested interests. That is why, right to acquire knowledge freely i.e. right to have education without limit has to be expanded through organised movement. Even for preparing people-oriented Curriculum and Syllabus a continuous organised movement is also essentially required.

The evolution of formal School Education System through organised movement proves that historical truth.

When factories and mills came into existence in large number in Europe after Industrial Revolution, the capitalists realised that the educated labours would be able to take part in production more effectively and as a result of this, they would get more and more profit. This realisation actually paved the way for demanding universal education. Common School System began to develop from this rising democratic understanding about living existence.

Production increased unexpectedly. But this huge product could not be sold due to lack of internal demand. Consequently Capital, in order to capture market and sources of raw materials began to be transformed into imperialist capital. The British Govt. occupying India exported raw material from our country to England. On the contrary, indigenous capitalists took the initiative to set up a few factories in India. The growth of indigenous capital first started in Bombay during British rule. It was Bombay where Gokhale for the first time, raised the demand for primary education in 1910 -11. Strange enough, the same demand in Bengal Province was vehemently opposed by the Zamindars. Their fear was if everybody became literate they would not get the slaves to serve them and there would be dearth of shepherd, farm labourer etc. Under these circumstances, peoples' initiative and democratic movements are advancing to expand the right to have education.

Though education for all children was recognised as right in Human Rights Document of U N O in 1948, the helmsmen of the states never took whole-hearted initiative to part into its practice. Likewise, in independent India our Constitution has promised to complete free and compulsory education for all children up to the age 14 within a certain period of time. Many years have passed after the time-limit was over but nothing has been done effectively to reach that goal.

At present, a time-bound programme has been adopted to fulfil this target and SARBA SIKSHA AVIJAN (S S A) is now being conducted so that all children get elementary education by 2010.

In West Bengal where democratic values are honoured without interruption, most of the children of deprived and exploited families have been enrolled in schools. The poorest of the poor people have been enjoying the facility of receiving education for the last 25 or 26 years in West Bengal. The school going students in rural area is remarkable. As a result, student-explosion is now being considered apparently as a major problem in class-



room teaching. But if we take recourse to continuous participatory classroom teaching with intensive care. The problem will undoubtedly be minimised and qualitative improvement of education will also be possible. Then and only then, these huge quantity of students will be transformed into the assets of the nation. First of all, a democratic, secular and humane syllabus which is conducive to fulfil this aim should be introduced and taught at school level.

But the overall situation in the country is not favourable for same and normal development of human beings. This abnormal situation is stigmatizing the field of education absolutely. Galloping consumerism has swallowed the human qualities of the most of the citizens of our country. They have become narrow-window selfish, aversive to the good of the common people and want to live a happy life estranging themselves from the society. Commodity friendly mind is being created by Globalisation and behind the liberal face of globalisation there is all-pervading market-fundamentalism. This lopsided principle of market-fundamentalism in its endeavour to destroy the democratic way of living and its philosophy has identified man only as a 'consumer' and alluring him to lead a self-centred life forgetting the suffering humanity. The whole world has been forced to enter a new era of jobless growth due to unprecedented technological revolution. As a direct outcome of this, effort are on to belittle the importance of the concept of 'education for all' especially and atmosphere is being created to make obsolete the formal education system. The role of teachers has been rendered thoroughly ineffective and drum-beating propaganda is going on about the so-called greatness of low-cost 'open school education' and distant learning. In fact, these ways of learning may serve, because of some socio-economic reasons, as a supplement to formal education system. The main target is to bring all students under formal education system. In this back-drop the students who are coming from the poorest of the poor families, have become the victims of sheer neglect and humiliation. The credibility of the class-room teaching has been severely and widely attacked by undermining the importance of the role of teachers. The importance and credibility of classroom teaching is being weakened. The most painful thing is that the commercial initiative to sell education as a 'product' is being highly encouraged and to buy education from commercially-run private coaching centre is being propagated as part and parcel of education.

The point, however, is : we have to reestablish the credibility of class-room teaching. We have to make the students self-confident through participatory class-room teaching and embolden their decision taking power. We have to rethink whether it is pertinent to evaluate the answer-scripts which are full of answers memorised from popular 'Note books' bought from market and reproduced correctly. Rabindranath deeply regretted the "Rule of Note book" and heartily wanted its abolishment. He questioned why we punish those who carry books secretly in the examination hall when caught red handed and reward and felicitate those who carry books in memory in the examination hall and vomit answers. Why this injustice ?

Evaluation system should be reformed by our concerted effort and well-thought out plan. We should take organised initiative to implement 'continuous intensive evaluation' system, 'Grade system' and 'School complex' mechanism.





## "UNIVERSAL ELEMENTARY EDUCATION"

Article 45 of the Directive Principles of the State Policy enjoins on the state to endeavour to provide free and compulsory education to all children up to the age of 14 years within a period of ten years from the commencement of the constitution. Considerable progress has been made. However the goal of UEE continues to elude us. This is largely on account of the system to enrol children especially girls and children of disadvantaged groups. On receipt of order from the apex Court, Universal Elementary Education is mandatory to the Government of India.

In obedience to the said order, Sarva Siksha Abhiyan is the newest effort of the Government of India to Universalize elementary education in a mission. Literally meaning "Education For All" campaign, the SSA aims to provide useful quality education to all children in the age of group 5+ to 13+ years by the year 2010. In order to signify the State's priority, "Pashchim Banga Rajya Prarambhik Siksha Unnayan Sanstha" has been established with the Chief Minister, as its chairman. The SSA does not envisage any separate structures but would try to bring convergence of all efforts. Attempt has been made to have functional decentralization upto school level and to ensure community participation to enlarge and to have the accountability framework at all level. Education for all especially those belonging to the scheduled castes and scheduled tribes, religions and linguistic minorities, other disadvantaged groups, girls' children will be the prime concerns of the SSA. The SSA recognizes the need for special efforts to bring "the out of school children" to school. This would require a proper identification of children who are out of school in the course of micro planning and school mapping. Experience registered the need for clear perspective on women's issues. Therefore intervention should be designed to suit the specific needs of the locality.

The objectives of the SSA in general are: -

- ✓ All children in schools/Alternative schools etc. back to school camps by 2003
- ✓ All children to complete five years of schooling by 2007.
- ✓ All children to complete eight years of schooling by 2010.
- ✓ Focus on elementary education of satisfactory quality with emphasis on education for life.
- ✓ Bridge all gender and social category gaps at primary Stage by 2007 and at the elementary stage by 2010 and,
- ✓ Universal retention by 2010

Children of today are human resources of future. They will strive to develop the country and will fight for establishing a society free from oppression and for obvious reasons emphasis is on quality education. Government of West Bengal has realized the vision of education since 1978 and made congenial reformation in education accordingly. State Government has also realized that teachers who will actually build up the student should get due recognition from the society. Accordingly steps were taken.

SSA is an additional opportunity to teacher, and all functionaries of education department. It is expected that they would prioritize educational activities within the schedule



time. It would definitely be an expectation of a society that the teachers and all functionaries would bring all children within the umbrella of educational institutions and would ensure quality education for all.

It is needless to say the activities to be undertaken for universalization of education of the age group of 5+ to 13+ are difficult but the joint effort of all would help to reach the goal.

Teachers as a whole shall always bear in mind their accountability to the society.

In India even after completion of 57 years there are at least 1,00,000 habitation where no formal school does exist. And around 4.20 Crores children of the age group of 5+ to 13+ does not go to school.

Education of girls specially belonging to the scheduled caste and scheduled tribe is the primary focus in SSA. Efforts will have to be made to mainstream gender concerns in all the activities under SSA programme.

SSA recognizes the needs for special efforts to bring out of school girls who are out of school in the course of micro planning.

Now let us take a view of the educational scenario of West Bengal

- Till today all children are not admitted.
- Dropout is a great concern in our state.
- Till there is gender gap especially of SC, ST minority groups.
- Still there is a demand for quality basic education.

SSA, in West Bengal will help to provide useful and relevant elementary education for all children in the age group 5+ to 13+ by 2010. There is also another goal to bridge social regional gaps with the active participation of the community in the management of schools.

Norms for Interventions under SSA: -

| Intervention                               | Norm   |
|--|--|
| 1. Teacher                                 | One teacher for every 40 children in Primary and upper Primary   |
| Schooling facility                         | Within one KM of every habitation provision for opening of new schools as per State norms/setting up EGS/alternative schools.    |
| Upper Primary schools/<br>Sector           | As per requirement based on the number of students completing Primary education one upper Primary for every two Primary schools. |
| Class Rooms                                | Provision of class rooms to accommodate all students   |
| Free text books                            | To all girls/SC/ST children at Upper Primary level within an upper ceiling of Rs.150/-per child.                                 |
| Civil works                                | Ceiling of 33% of SSA programme  |
| Maintenance and repair of school buildings | Upto Rs. 5000/- per year as per specific proposal by school committee.   |

| Intervention   | Norm  |
|--|---|
| School grant   | Rs.2000/- for replacement of nonfunctional school equipment.  |
| Teacher grant  | # Rs.500/- per teacher per year<br># Transparency in utilization  |
| Teacher-training   | # Provision of 20 days in-service orientation for all teachers in a year<br># 60 days refresher course for untrained teachers<br># 30 days for newly appointed teachers |
| Training of community leaders  | For maximum of 8 persons per village per year   |
| Provision for Disabled Children  | # up to Rs. 1200/- per child per year for integration of disabled children.   |
| Research, Evaluation, Supervision and monitoring   | Rs. 1500/-per school per year   |
| Management Cost  | Not exceeding 6% of the Annual Budget   |
| Innovative project for Girls education, and interventions for children belonging SC/ST and computer education for upper Primary Section. | # Rs.50,00,000/- for a District   |
| Intervention for out of school children  | Setting up of Bridge Course/Alternative/innovative Edn. Centre  |
| Preparatory activities for micro planning and orientation at all levels  | As per specific proposal of District  |

### Now in order to bring all children in school / alternative schools :

#### Steps to be taken: -

- ✓ Effort for enrolment of the children in recognized schools.
- ✓ In addition, in M.S.K./E.G.S. and other alternative institutions.
- ✓ Bridge Course for out of school children
- ### Now for admission of children in formal schools steps to be taken are as follows:
- ✓ Accommodation of all students



- ✓ Ensuring quality education for all;
- ✓ Regular meeting of Parent - Teacher and Mother - Teacher Association;
- ✓ Drinking water for all students;
- ✓ Healthy environment for students;
- ✓ Regular arrangement of co-curricular activities.
- ✓ Arrangement for temporary out of school students for bringing equity.
- #### For ensuring useful and relevant as well as quality education for all children:
- ✓ Innovative and scientific learning technology and orientations; there of.
- ✓ Supply of learning materials;
- ✓ Maintenance of congenial environment in and outside the school;
- ✓ Ensuring the attendance of teachers and pupils;
- ✓ Exchange of opinion/sharing of Evaluation with Guardians;
- ✓ Emphasis on the education of disadvantaged groups.
- ✓ Qualitative improvement of classroom transaction.

It is emphasized that quality issues in elementary education will therefore revolve round the quality of infrastructure and support services, opportunity time, teacher-characteristics and teachers' motivation, preservice and in-service education of teachers, curriculum and teaching learning materials, class room process, pupils evaluation and supervision etc.

Indeed improvement of quality in these parameter and its sustenance is further a grave concern for the whole system of education. Some issues are mentioned below: -

- i) Providing reasonably good school building and equipment to all schools;
- ii) Ensuring a minimum of 4 to 5 hours per day of meaningful stay of each child in school
- iii) Providing trained and committed teachers in all schools;
- iv) Improving the quality of existing in-service teachers by way of orientation etc.;
- v) Creating and sustaining teacher-motivation;
- vi) Development of competency based teaching-learning material;
- vii) Improving teaching-learning processes as to make these child centred, activity based and learning oriented.
- viii) Introduction of formative evaluation and grading system.

In short SSA lays special thrust on quality by making education useful and relevant for children at the elementary stage by improving the Curriculum, introducing child centred activities and through effective learning strategies and scientific assessment of learners.

Role of teachers - WBBSE recognizes the critical and central role of teachers and advocates on their development needs, opportunities of teacher, participation in curriculum related development, focus on classroom process and introduction of scientific evaluation. These are all designed to make teachers more resourceful.

[Parents expect (i) transmission of school knowledge to their children (ii) socialization of the pupils (iii) adaptability with the changing society.]



### For transmission of school knowledge

- ✓ Each and every teacher is expected to give quality support in learning process
- ✓ Head of the Institutions would provide opportunity to teachers for acquiring knowledge of subject(s)
- ✓ Team spirit and Joint effort of teachers is of utmost importance.
- ✓ Head of Institutions to play the fundamental role in distributing the works/duties in consultation with teaching staff.
- ✓ Head of Institutions would always appreciate positive role of teaching and non teaching staff
- ✓ Head of Institutions would always acknowledge teacher to reach the desired goal.
- ✓ Head of Institutions would always create congenial atmosphere in school
- ✓ Head of Institutions would always encourage innovation and research works.

Thus it is evident and crystal clear that for educational development of children. Head of the Institutions and teacher as a whole are Key Resource Persons. In educational development Scenario, "No Teacher No Future" is the prime slogan.

It is however evident that participation of community in the planning and implementation of education programme will yield better results.

Thus joint venture of teachers and community leaders can help to reach the goal of SSA i.e., "Education For All" within the time frame.

While laying greater importance to teachers as a whole, community participation in all levels has received the attention of SSA programme.

### Community based planning and activities

The programme calls for community ownership of school based interventions through effective decentralization. The programme will have community based monitoring with full transparency, Educational Management information system will correlate school level Data with community- based information from micro planning surveys. Every school will be encouraged to share all information with the community.

An effort will have to be made to ensure that expenditures on elementary education is a public domain subject. The school display Board has to show all investment in the school. Teachers' and students' attendance and achievement of learners should be publicly displayed. The seeds of a community based monitoring system can only be shown by acceptance of a right to information at the school level. Mobilization of the community can come about more effectively through a series of school-based activities that opens up the school as a social institution to the community. The objective of all these efforts is to ensure community partnership in the management of the school.

The state of West Bengal has accepted the system of democratic election of school management committee and the same will continue and member of the community will share the responsibility in achieving universal education. Thus a Managing Committee may discharge under mentioned role to ensure "Education For All";

=> Effective Management system to ensure effective implementation of plans and programme;



- => Transparency of accounts and public display of the said accounts;
- => Supervision of Civil works;
- => To help and assist teachers in classroom learning;
- => Effective steps for enrolment and to bring 'out of school children' of catchment area;
- => To maintain relation with guardians and to share with them in respect of evaluation;
- => To create congenial environment for education;
- => To build up the capacity of guardians in the matter and scope of class room transaction;
- => To maintain regular relation with VEC/WEC to arrest drop outs;
- => To consider the recommendation of VEC/WEC in respect of admission of children of age group 9+ to 13+
- => To take initiative for solution of admission problem of the catchment area through school complex including M.S.K., R.M.V. etc.
- => To recognize the students of Bridge Course Centre and to take admission of student of those centres.
- => To create Book Bank for economically back ward students;
- => Effective utilization of Cluster Resource Centre for qualitative improvement of classroom transaction;
- => It is observed that "Retention" is a major problem in the way of Education For All. The Managing Committee may take following steps to combat the problem;
  - o To attend the meeting of VEC/WEC regularly and to help VEC/WEC to take positive step to combat drop outs.
  - o To identify irregular pupils and to bring to the notice of VEC/WEC
  - o To arrange regular meeting of M.T.A and P.T.A. and to advise parents in respect of their wards' performance, attendance, behaviour etc.
  - o Maintenance of suitable accommodation of students admitted;
  - o In respect of Girls', Managing Committee will regularly monitor and see that no discrimination is being made
  - o Managing committee will see that facilities extended by different Departments for SC/ST and other back ward classes are being utilized.
- => For qualitative improvement of classroom transaction following steps may be taken by the Managing Committee
  - o To attain the desired level of learning, regular orientation of teachers may be made;
  - o To help the school in respect of supply of low cost/no cost materials;
  - o To see that physical environment is congenial to education;
  - o To see that sympathetic attitudes of teachers are being maintained to encourage learners in day to day learning;
  - o To see that in the interest of quality assurance of education, teachers and taught are regular;
  - o To share with guardians in respect of evaluation results;



- o To give special attention to backward learner;
- o To see there is no gender bias in all educational activities of the school;
- o To see that TLM grant is being utilized properly;
- o To arrange regular cultural and co-curricular activities e.g. sports, cultural function "Rabindra & Nazrul Jayanti" etc.
- o To arrange Science Exhibition etc.
- o To encourage and motivate teachers in innovative and Research works;

To meet the social need M.C. would definitely come out from traditional role and will work for the positive improvement of education.

In a democratic society participatory management system is an ideal system and execution of this concept largely depends on the role of Head of the Institutions.

While drawing educational planning Head of the Institution shall play key role. While implementing classroom transaction, Headmaster/Headmistress shall take the vital role. In fact he/she is the first among the equals.

After clear analysis of the problem of the school H.M. would make assessment of existing resources and draw plan accordingly. Implementation is the last stage of plan. Head of the Institution would always involve community as a whole and would try to draw plan for educational development involving one and all.

He/she plays crucial role in involving teachers and community as well as to integrate them in one platform for effective execution of SSA goal.

He/she is expected to possess motivational keenness and leadership. He/she is expected to have the concept of participatory management as well as clear vision about school and its development. He/she is expected to have strict adherence to rules and norms. All Head of the institutions must have accountability and should have trust and responsibility.

With the goal of EFA Head of the institution would be the key of all educational planning and activities.

From the analysis made in the fore going paragraphs, it is evident that educational development of the children (5+ to 13+) is the vision, mission and goal of SSA. All partners e.g. teachers, Head of the Institutions, community as a whole have their specific and joint role in achieving the goal of Universal Elementary Education. (U.E.E.)

The managing committee has the doubtless task of over coming the obstacles presented by the diversity of situations in the society and will arrive at a situation where education will be an ongoing process of improving student's knowledge and know how. And this stage of education would be the best means of bringing about personal development and building relationship among individuals, group and nations. The 21st Century strives to avoid a widening of the gap between a privileged minority who generally benefit from the progress and a substantial proportion of the mankind left to suffer the draw backs. It is in this back drop managing committee would understand the complex reality and would endeavour to support teachers who play the crucial central role in maintaining the vigour of education system.





## EDUCATION — BIRTH RIGHT OF A CHILD

20 th November, 1989 is marked for the historical announcement of a proposal in the U.N.O., "Education is the fundamental right of the children." Like most other countries India saw eye to eye with programmes and accepted the proposal as the bounden duty of the nation.

In the year 1993 the Supreme Court gave its verdict in the case of Unnikrishnan declaring—every child till the attainment of fourteen years of age, must have the right of education free of cost". In the year 1998 the Conference of Ministers in charge of Education of the country, the proposal of united endeavour for the achieving success in primary education had been chalked out.

There is no denying the fact that education has a key role to play for every individual for living a sound and meaningful life. Without education one becomes weak in mind and needless to say, such weakness leads one to live a life of frustration. Such frame of mind definitely hinders the faculty of progress and stands as a barrier towards the attainment of social and economic justice. An arena of the "Alps" is framed between the literates and illiterates. Such inequality spells disaster for a country like ours.

The Central Government clearly ignored the right of the common people, although in 1950 the newly framed Constitution had its clear suggestion towards the right of education of the youngsters. Despite repeated united movements, the nation has to face debacles in promoting literacy.

The literacy ratio of male in our country is below 66% while the female literacy rate scores 54%. The formal educational institutions have been set up for the spread of education. Surprisingly and shockingly, as compared to the standard of the developing countries the average ratio of our school going children, boys and girls, stands far below the ratio of the world as a whole.

### School goers

|   | Primary School | Secondary School |
|---|----------------|------------------|
| The average ratio of the world                | 87.6%          | 65.4%            |
| The average ratio of the developing countries | 85.7%          | 60.4%            |
| The average ratio of our country              | 77.2%          | 59.7%            |

Such a shameful condition has prompted the Central Govt. to take up the programme of ensuring education for all as suggested by the Supreme Court.

There is no denying the fact that such a programme demands social and moral duties to extract all the possible advantages and avenues assigned to the teaching community, as a whole, for the all round development of the learners.

The project has some other programmes which shall surely stand as a challenge to the teaching community and to the institutional centres for formal education.

A movement for imparting importance to Open School and Distant Education is on the making. It is a matter of shame an endeavour is in action throughout the world for the



establishment of such alternative programmes in place of formal education. The advocates of such programmes have focussed light on the fall out of students; getting plucked in successive years, the inability of the learners to attain the desired arena of ability. The teaching community as a whole should have come forward to cross over the heinous conspiracy, with a pledge to uphold the institutional centres for the attainment of all round development of the learners. Ours is the endeavour to make the teaching community aware of the juncture, to encourage them to come forward for the successful attainment of the programme.

It goes without saying that the hopes and aspirations of the teaching community along with the desire of the common people, may be translated into fulfilment with the successful symphony of programme based activities taken by the Central Govt. along with the State Governments, as desired by the Supreme Court.

So for the attainment of the goal and object of the programme, "Education For All" demands the co-operation and active participation of the teaching community as a whole belonging to West Bengal for upgrading the standard of educational institutions.

### **The Principal Objects**

- ➔ Within 2003 formal educational /alternative centres for all the children and back to schools along with system of camps recognised by the Board ensuring the admission of all the children to institutions.
- ➔ To ensure the process so that all the children may complete eight years' of school education within 2010.
- ➔ Stress to be imposed on imparting higher standard of elementary education based on the utility of life itself.
- ➔ The difference towards the entity of male and female education to be solved within 2010.
- ➔ Programme to be taken for universal retention of all the children well within 2010.

The children are wealth of the nation. They grow up with a desire in them for the establishment of a progressive society where exploitation never reigns. Hence is the stress for elementary education aiming at achieving moral values with higher standard of education. The State Govt. has reflected such feelings through its various activities during the span of the last 26 years.

The project meant for education for all stands as an arena of advantage to all the teachers, staff, and especially to all the citizens. The society hopes that the teaching community along with the co-operation of common people, will come forward to avail themselves of such opportunities.

Let us have a glance at the scenario of the elementary education of our country. The span of last 56 years has experienced some sort of development and upgradation towards education but quite shockingly there are areas with more than one lakh population, having no school. Surprisingly, as the lowest estimate forty million children between the age group of 5 to 13 keep themselves away from schools.



- The condition prevailing in our State.
- Admission of all the children has not yet been ensured.
- The rate of dropout students is alarming.
- Still the admission of girl students is less in percentage ratio - especially the admission of underdeveloped and backward category of girl students is alarming.
- Problem lies in unequal standard the education imparted at different stages.

It is the responsibility of the common people belonging to every walk of life to ensure the establishment of the right of elementary education for all the children belonging to our country.

### **The advantages of the programme**

- The enhancement of the infrastructure for primary and upper primary institutions.
- The establishment of alternative institutions education in the purview of problems cropping up locally.
- Importance to be laid on the education for the child, especially of girl-child.
- Stress for the upgradation of children belonging to backward classes.
- Establishment of village education committee / ward education committee on the basis of decentralisation of power.
- The project to be translated into reality.

### **(Govt. order No. - 463, S.E. Primary 20-9/2002/ dated - 23-05-2003)**

- Successful implementation of the programmes with the co-operation of the common people.
- Stress to be given on the teachers' training for the upgradation of qualitative standard.
- Formation of 'Group Society' for rendering service and establishment of infrastructure.
- Co-ordinated programme to be taken to put aside some portion of fund for the spread of education in different districts.
- Programmes have been taken for the sanction of Rs. 500/- for teachers involved in imparting upper primary education (V - VIII) for having material as aid for imparting lessons.
- Sanction for Rs. 2000/- for the minor reconstructions.
- Establishment of Book Bank for the needy students sanction of Rs. 10,000.00 for the attainment of the object.
- Assistance, co-operation and sanction of money for the upgradation of infrastructure to achieve the object for higher ratio of admission of students.

The conditions prevailing in the arena of education for all — for the retention of the children of the age group between 9 and 14.

- Schools to be set up for most of the learners.
- Establishment of Secondary Educational Institutions, open schools, Institutions run by private management.
- Education Guarantee Scheme and other institutions;



- The system of "Bridge Course" for dropout students and students unable to attend schools;
- Programmes for retaining the students bound for school;
- Arrangement of sitting accommodation for all the students;
- Ensuring the qualitative ability of all the children;
- Programme for Guardian - teacher meeting;
- Facility of having 'Drinking water', system of proper sanitation;
- Making healthy social environment;
- Programmes to be taken for sports and games;
- Arrangements for cultural programmes;
- Upgrading of students of temporarily staying away from school ;

### **The needs to ensure the qualitative ability of the learners.**

- Programmes to be taken for training up the teachers to be acquainted with the creative faculty of scientific education.
- Supply of materials as aid for imparting education.
- To ensure the presence of the students at schools.
- To ensure the presence of the teachers.
- Discussion and sharing of views with the guardians regarding evaluation of the ward(s).
- Laying stress on the backward students.
- United programmes to be taken for the all round development of schools in connivance with the 'school cluster' of the locality.

### **Female Literacy**

The nation has taken a concerted programme to ensure the education for all girls between the age group of five to twelve (5-12) as bounden duty for the success of the programme in the name of 'Education For All'.

It is an admitted fact that even after the span of almost fifty eight years after independence our country knows little progress in female education. The report of the Human Resources 2003 reveals the truth that out of 87.60 crores of illiterates of the globe, females constitute two-third of the total number.

Shockingly ours is the country that is rich with greater number of female illiteracy. Our country accommodates 33 crores of illiterate people, among which 23 crores of illiteracy goes to the female entity. The whole world maintains average literacy level of female attaining the age above fifteen more than 70% while our country remains satisfied with the percentage of lower than 55.

Of late our country offers percentage ratio of female education not more than 54.16%.



## **EDUCATION FOR GIRLS**

The report circulated in 2002, prior to the onset of the programme "Education For All" has a clear indication that among 20 crores of children attaining age group of 6 to 14 years, 5 crores and 90 lakhs 29.5%, keep themselves away from schools. Quite shockingly, the girls maintain the staggering number of 3 crores 50 lakhs (17.5%). The larger number of such hapless girls belong to scheduled caste, scheduled tribes, and backward group of families. The reports of Central Human Resources clearly show that the ratio of dropout level is 54% (Boys form the ratio of 50% while girls form 58% which has a clear indication that 54% of those who had been earlier admitted to school, have left the school in the midway. The ratio of dropout students for girls is 58%, numbering more than 3.5 crores. Such is the prevailing situation more than 7 crores of girls remaining out of the arena of the education.

The reports issued by UNESCO and Global monitoring clearly reveal that in the countries belonging to the third world, especially in Sub-Saharan, African, and South African countries, the problem of universal Primay education is quite grave and at the same time there in lies the complexity of differentiating the system of education imparted between the male and female entity.

The report released by the Human Resources has clearly revealed that the girls form the major number among 10 crores children deprived of education. Hence is the need for giving stress for the spread of education among the female entities. 2302 Blocks belonging to 275 districts of 17 states of the country have been declared as the Educationally Backward Block where the female literacy rate is below 30.62% and the difference between male and female literacy rate is more than 27%.

The Department of Central Social Justice has indicated 212 blocks belonging to 23 districts where the population of scheduled castes is more than 10% with a literacy rate of girls under the score of 20%. The Central Tribal Development Project has indicated 142 Blocks belonging to 12 districts where the tribal population is more than 5% while the literacy ratio of tribal women is under the score of 10%.

### **In The Context of our state**

Under such a background the frame work of our state is to be Judged. The reports released in the year 2001 clearly suggest that ours is the literacy rate that counts 69.22%.

A judicious study makes it clear that the literacy rate in the year 1991 was 57.70%. The literacy growth among 69.22% the male literacy ratio upto 77.58% (1991 - 67.8%) while the female literacy ratio covers upto 60.22% (1991-46.56%). A judicious study makes it clear that the state maintain a difference of 17.36% of literacy rate between male and female. It is a clear indication that the situation during the span of last ten years to finds the growth of male literacy up to 9.77% while the ratio of female literacy goes upto 13.66% undoubtedly it is remarkable achievement, but this should never be the cause of our satisfaction as still certain districts of the State maintain lower rate of female literacy the difference of percentage ratio between male and female literacy is wide enough.



## The frame work of certain districts of our State

| Name of the Districts | Female literacy Rate % | Difference with the male and female in percentage |
|-----------------------|------------------------|---|
| 24 Pgs - (N)          | 72.13                  | 12.22   |
| Howrah                | 70.09                  | 13.00   |
| Hooghly               | 67.72                  | 15.33   |
| Darjeeling (H)        | 63.92                  | 17.36   |
| Bardhaman             | 61.93                  | 17.37   |
| Medinapur (E)         | 61.14                  | 15.77   |
| 24 Pgs. (S)           | 59.73                  | 20.14   |
| Siliguri Sub-division | 57.83                  | 18.56   |
| Nadia                 | 60.16                  | 12.51   |
| Medinapur (W)         | 50.08                  | 20.05   |

The Department of Central Tribal Development has mentioned 142 Blocks among which are the district of Malda and Murshidabad of ours with 15 and 16 Blocks.

The province of ours have always carried out the democratic movement to establish our tradition, culture and heritage, and have maintained a continued process for the spread of education. This is soil where distinguished personalities like Ram Mohan, Vidyasagar and Rabindra Nath rendered yeomen's service for the spread of female education. In our state for the span of last 26 year the Govt. led by Left Front has been successful to create an environment for the rapid spread of literacy and education. The documentation as has been framed earlier, has focussed the problems inviting some responsibilities to perform.

### **Must Do Responsibilities**

We have before us the condition prevailing in the background of the country, state so to say in the set of districts also,. Judicious study leaves us in no doubt that stress should be laid on the importance of female education. During the span of last 26 years the Govt. of West Bengal has laid much importance on the spread of literacy and education in comparision to the endeavour and success of other states.

The bounden duty of ours still lies in bringing out all the girl children into the arena of the school.

Without such endeavour creating such a framework for the spread of female education there can be no true achievement in the attainment of literacy for all. The fact is far from true that the poor parents are unwilling to send their daughters to the institutions. The report released in the year 1999 has a clear indication that more than 89% of parents are desirous of sending their daughters to schools to receive education. It is duty, so to say, to perform with success, opening the gateway for imparting education to hapless children who are looking forward to facing the days offering them the scope of receiving education.





## **CHALLENGES “EDUCATION FOR ALL” FACE — REMEDIAL APPROACHES**

It is not a happy sign for the nation that all the children are not school-going. A good number of them are out of the arena of the school. The reasons are not far to seek. Failure is completely apparent in the system as there is lack of will of the State and Community mobilisation is not upto the realistic height.

The infrastructure in all the schools for the spread of education among all has not been so sound. Some few who have been admitted to different institutions find little interest for learning and keep away from the institutions, never to come back. The endeavour knows little success. It has been rightly observed that most of the village bred up children have compulsion of earning money to repair the misfortune of the family.

The movement for education for all has achieved some success in bringing a good number of learners in arena of the institutions. Uplift of the standard of education is an arduous task. Obviously questions arises how such a programme be accomplished. Some are of opinion that vocational training should have an important place in the curriculum up to up to class-VIII standard. This perhaps is no solution of such a great problem. This system may encourage level of child-labour. Reality lies in the fact that every learner must have access atleast up to secondary level. Some of the virtues having moral values must be infused for expression. Work education for a learner to begin so early is never desirable. Moreover, little or less ability brings no accomplished scholarship.

Some plead for the inclusion of work-education. We should bear in mind that work-education never aims at the use on preparing phenyle. The programme aims at the feeling of dignity towards the arena of practical orientation. The society has a tendency to differentiate gradation between the literate and illiterate.

The literates have developed a tendency to avoid jobs involving manual labour. The system of work education has to be implemented for removal of such a mental design. With no feeling of apathy towards practical works, the real motive of ours lies in the expression of some moral values through some creative activities.

NCERT encourages the programme of framing an arena of work culture through work education.

Education aims at what ? The sole aim of education is to upbringing such a citizen with a mental step up to gain the programme of social production.

Of late, the cancer of degeneration has raised its ugly face. The Conference of Universal Higher Education held in Paris in 1998 observed the fall of moral values throughout the world. The sole reason of such a citadel lies in the fact that everything is judged now through a design of monetary gain or loss. To get rid of such a situation a whole hearted endeavour is needed to revive moral values to thwart violence and exploitation.

The institutions can not be made free from all noise factors. Still none can deny the importance of education imparted at school. The so-called education that promotes cowardliness makes one misanthrope with no feeling of love for mankind, remains a total



failure. Education and moral values should go hand in hand.

When do the feelings of moral values arise? The feelings of moral values grow up with the aging child. A child having attained five or six years of age, steps towards institutions with some homely experience, obviously his mind is 'no clean state' then. Such experience affects the institutional environment. Of late it has been rightly observed that in some cases home is the place where self-centered attitude is encouraged. The mental setup of some parents gives birth to sky-high ambition but the whole economic condition has its face towards opposite direction.

The modern economy aims at jobless growth, the opportunities are few and far between. The cut-throat competition has no expression of competition in the truest sense of the term.

"Live and let live" is now a dead maxim. To forget parents having no feeling of duty and responsibility towards them is the go of the day. 'Be satisfied with your riches', is the modern cry.

The clarion call for living together demands certain qualities, certain virtues for its success.

Living for the sake of living for oneself needs no such qualitative faculty. Dishonesty of oneself invites harm for others. Hence there is the need for imparting the lessons of honesty. The mental setup for being honest becomes meaningless when one has no concern for other's distress. Society will face degeneration if such mental design goes unrestricted. Hence arises the need for promoting the feeling of human values through imparting real education. Literature promotes the feeling of human values. The syllabus itself should be a fruitful arena for a learner to imbibe with moral values. It is a matter of pity that the news of illness of a friend has no concern for the parents who have the words of advice for their wards to have the message over the phone. Emotion is a dying phase to some parents. Television vitiates the young minds through perverted images of human life. America is all alive with 'No T.V. Day' movement. Noted film director Spielberg has closed his eyes towards T.V. programmes. News papers promote distorted news, express information of violence, sensational attachment, murder etc. Such a situation reigns supreme vitiating the social and moral values. In the midst of such ruins, the institutions should come forward for the promotion of the human values, otherwise moral values will have no value at all.

NCERT shares the view, every subject has its value, every teacher has his/ her importance in promoting values but literature is the best ladder for imparting moral values. The corporated syllabus must have its co-ordination with values, we are to be careful in one respect — the negative approach of values in the form of fatalism, is never desirable. Such a philosophy will infuse a feeling that all sorts of diseases, ignorance, illiteracy are the gift of God towards human beings.

NCERT opines that religion is a prop for imparting moral values. Such a philosophy has in an under-current of religion — Secondary courses can not afford to enjoy the luxury of appreciating such philosophy. Dogmatism has a tendency to drag man behind.



'Belief' is always at war with reason, with science, progress and social equity. What Gallilio discovered that earth moves round the Sun turned against religion — indescribable punishment was inflicted upon him.

Now-a-days, even a child knows the mystery of 'Space World', we should not injure education through the imposition of religion.

Health is another aspect - which needs a through discussion. Health consciousness has an important part for the fulfilment of moral value - oriented education. W.H.O. proclaims, "Sound mind lives in a sound body". Stress must be given on physical, mental and social well being.

Of late various designs of social pressures, perverted culture have a negative effect on the young minds. Mental equilibrium, aesthetic and social values shape the young minds. Such a situation is the need of the day. Depression begets erosion of values, the stern governing in the family shatters the hopes and aspiration of the young mind. Such condition wounds the mental health. One often tries to find release through self-emulations.

The philosophy of sharing and caring for others is a passing phase. The feeling of self-confidence is to be generated through various programmes. Social and mental health should be taken care of. The associations like "Sabpayachher Asar" "Boys Scout" etc. should come forward with programmes of camps. Such programmes promote fellow-feelings, co-operation and discipline. The programmes of open university, Informal education are focussed with a view to shaking off the responsibility of the State.

General educational institutions by and large are the real model for the growth and development of the education of our country.

But for the problem of pecuniary condition a good number of students keep away from institutions. Such unfortunate fellows may have then opportunity at open schools. Such open school will have to be raised to the ideal standard- that too is a mammoth task.

The institutions should be upgraded in standards — such a situation demands the systems of "School Complex".

Kothari Commission promoted the feeling that the success of such a programme of the need of "Collective group of Schools" will surely be a solution for many a problem.

The society has not yet produced a few models school in the truest sense of the term.

The pupils of so-called reputed schools need private coaching for almost all subjects. Whereas, schools with-no reputation often produce a good number of brilliant students. Of late, teachers of same educational qualification are employed through the School Service Commission in different institutions. The infra-structures are almost the same everywhere.

A judicious study leaves us in no doubt that education will be really meaningful if the philosophy of "Neighbourhood school" be established.





## THE ROLE OF SCHOOL IN SOCIAL DEVELOPMENT

Education is a sub-system of the wider social system and school has the status of a sub-set in the educational set-up. School fulfils a large portion of the social need for education. That is why a society has certain well-defined demand which is expected to be had of a school. The viability of a school is proportionate to its capacity to cater to those needs. If every institution can be elevated to a level where they can play a role more or less similar in respect of fulfilling the demands or expectations of the society all those social institutions will enjoy more or less equal importance in the social fabric.

What a society expects from a school can be listed under three broad heads: Firstly transmission of school knowledge; secondly socialisation of every child and social selection of children according to level of competency. In views of these three aspects every modern society stresses these three goals of the school system.

The first and foremost task of a school is to enable the children acquire knowledge about the subjects included in the syllabus. This explains why teaching-learning (class-room inter-action) is considered the principal aim of school education. Knowledge advances with-age. School are set up with an eye to transmitting that knowledge systematically to future generations. School curriculum and syllabus are framed in such a manner as to facilitate reaching that goal. Knowledge advances in various dimensions following man's interaction with nature. Social activities become more and more complex keeping pace with those advancements. Consequently charge of school curriculum and syllabus becomes imperative. To speak the truth, the syllabus existing in the secondary stage from the fifties to the seventies, its components and importance needed a change in the subsequent decades. New curriculum and syllabus came keeping in mind social need of the era. Further changes were envisaged in course of evolution of the curriculum syllabus. In the 21<sup>st</sup> century still further change was effected. All these have been done for satisfying emerging social need.

In the present age, there is on the one hand information explosion, its application and problems while on the other hand we find deep-rooted and complex problems innovating from gross abuse of those. The contradiction between the two has made social life full of complexities. The future generation is to build a prosperous and dynamic society. Education system must shoulders the responsibility of achieving that end . So curriculum and syllabus need a complete overhauls.

The most important task of the head of school is transmission of knowledge of the subjects in the curriculum. This should enjoy pivotal position in school organisation and management. The main point of quality improvement of school management should be determining the measures for improvement of quality of teaching -learning situation. For example : Extension of the school building may have multifarious use. It can be used as additional classroom or library or laboratory and so on. Decision must be taken keeping in view improvement of quality of education. Toilet facility, supply of drinking water, play ground etc. have direct bearing on teaching-learning atmosphere. All these be given adequate weightage.

The sorry state of affairs, however, is not more than 10 to 15 per cent students can



attain expected level of learning competency inspite of the fact that transmission of knowledge is the principal aim of educational activities in every school. In some cases performance is still poorer. Level of success in acquisition of knowledge in various subjects is very low. Very few who can master the subjects join the elite club of the society. The fact remains large number of school going children can not attain success in the field, still all parents are eager to send their children to school. Why?

The first thing is : at school a child can learn the three R's. The competency in literacy and numeracy help the child a lot in practical life. Normally the following subjects are taught and learnt at the secondary level in all schools: First language, second language, classical language, mathematics, social sciences ( History, Geography), Science (Physical and Life), value education or moral science (either separately or in intertwined manner), physical education, work education etc. (limited in most cases).

But in day to day life nothing of these have any relevance excepting first language and numerical part of mathematics. If we try to reminisce our school life, what will flash before our mind's eye is our classmates, stray incidents and their influence, various interesting activities, episodes and so on. The ins and outs of class room interaction in all subjects with teachers are seldom called up. The physics teacher in the role played in a drama is vividly remembered but not his teaching. The mathematics teacher conducting NCC parade on the playground is better remembered than his teaching trigonometry. The geography teacher interested in recitation is never forgotten thanks to his pronunciation and emotional exuberation. But his teaching international date line is fast forgotten. All these are common features of the education world.

The second reason behind sending youngsters to school is assimilation of the two other ends viz, socialization and social selection.

Learners come to school from families with different backgrounds. At school they enjoy liberty of free mixing and thereby have the primary training in being social in later life. This training comes through observance of the rules and regulations of school, co-curricular activities, interaction with teachers and staff and so on. Different functions and celebrations play a vital role in this field. Socialization of a child takes place through cultural functions annual sports, prize day, hero day observation etc. Different values, moral sense , civic sense , co-operation, fellow-feeling etc. are inculcated in the minds of the children through these. Apart from this, children come from different strata and cross-sections of a society. Educational activities in a school are carried on along a general, non-partisan line. Consequently a common culture prevails amidst multiculturalism giving a sense of unity in diversity. Learners can also have a taste of diverse culture while studying social science.

As regards social selection on the basis of eligibility - it takes place in two ways. Those who attain proficiency and excellence in studies are selected for higher posts, experiments or higher studies. The less proficient lot are selected for lower posts and less important jobs or crafts. Success in life is hardly synonymous with being elites or highly placed in society. Society creates a wide range of professions, jobs, trades, crafts and so on. Social selection becomes fruitful when all those are filled up by members of varying level of competency.



It is of course true that there is inequality of opportunities in school education system. Various factors like meritocracy, credential society element, ethnic minority etc. stand in the way of true social selection. Meritorious students take front seats. So called merit comes from credential society. It is next to impossible, normally at least, for children from backward families or first generation learners to come to limelight. Plethora of craze exert influence on education today. A child born with a silver spoon in the mouth will certainly do better in examinations simply because he/she gets enormous help from surroundings. This help is beyond imagination in case of a first generation learner. This explains why it is almost impossible for learners coming from backward sections of society to rank first. They can not enjoy acceptability which learners from credential society enjoy. We can single out those rather shaky learners and inculcate in them a self confidence which will help them a lot in the process of education.

A thorough change of outlook on the part of the society is a dire necessity. Society is to expand opportunities. What is needed is equity - it is somewhat different from equality, something more. Learners come to school from different sections of the society - privileged class as well as middle and lower income group families. Children from latter ones need more support than those from the former ones. Not carrying coal to new castle but extending effective support to the needy. It is the essence of equity.

In fine it is to be emphasized that the aims and objectives of SARBASIKSHA [elementary education for all] programme will be easier to achieve if the schools can fulfil the three pronged expectations from schools. In that case people's participation will be ensured. Schools will be able to play their role effectively as a genuine social institution. Schools have emerged out of social need. Expectation from school varies with every change in the social fabric in the process of evolution. Target of every school at any point of time should be to satisfy social aspirations of that point of time as far as practicable. Then and then only it can be a virtually social institution.

## **ROLE OF HEAD OF INSTITUTIONS IN THE CHANGED PERSPECTIVE :**

Success of the goal of universal elementary education depends on how efficiently a school can satisfy the all-pervasive demands of the society. The existing schools are to be elevated to a higher plane for this end. The role of the head of an institution is vital in effecting this elevation. Let us analyse serially :

a) For transmission of school knowledge : He/She is

- ➔ to motivate every teacher to give the highest for students;
- ➔ to inspire and enthuse every teacher for improvement of knowledge in the subject,
- ➔ to unite all the members as a team,
- ➔ to create an atmosphere of co-operation among all,
- ➔ to distribute work load - judicious job distribution;
- ➔ to focus on the positive role of all and thereby inspire them;
- ➔ to give practical advice for overcoming drawbacks and weaknesses and sympathetically consider the explanation of concerned teachers about those;



- not to undermine or criticize anyone for mistake and error but to inspire them to detect the mistakes and rectify themselves;
- to provide opportunities, time, atmosphere and mentality for self-correction;
- to be full of sympathy for all;
- to create a homely atmosphere involving all the members of the school family;
- to organize discussions, workshops etc on handling classroom situation and reequipping the teachers in the light of changed scenario, and inspire and motivate teachers to innovate new techniques of learning;
- to carry on action research on his/her own teaching-learning subject and enable colleagues to do the same. (Action research may be on nature of errors, reasons behind making errors and remedials; or on lucid presentation and learning of abstract formula of Algebra. Those are of the nature of collection of information and analysing them for generalization).
- to establish close contact with the guardian community;
- to take initiative in harmonizing school atmosphere with that prevailing at home;
- to motivate the guardians to provide an atmosphere congenial for reading, thinking and practising;
- to honour students' inquisitiveness and thirst for knowledge;
- to inspire the learners to take participatory approach deliberately discarding the traditional one;
- to make an honest attempt to ensure 30% and 70% participation by the learners and teachers respectively in the process of learning,
- ensure sufficient room for thinking on the part of the learners in a teaching-learning situation;
- to extend facilities and scope for doing tasks with their own hands and solving problems related to education;
- to motivate learners to accept challenge.

All these are needless to say facets of school organisation. The head of the institution is to chalk out plans in consultation with the colleagues and innovate methodology for implementing them. The staff council or the Academic council may be entrusted with this task. The M.C. and staff in a joint meeting can make a blue print. Staff (at least a large part thereof) will be enthusiastic and responsible if they are involved through job- distribution.

**(b) Socialization of learners : This can be effected →**

- through celebration and organization of various programmes;
- by entrusting students with responsibilities;
- by encouraging joint endeavours
- by adopting (through common consent) an ideal code of conduct to be followed by the staff;



- by maintaining self imposed discipline in all educational activities;
- by observing punctuality;
- through maintenance of conceptual clarity;
- by giving equal opportunity to all;
- by giving due honour to the dignity of all;

**(c) SOCIAL SELECTION : for this category**

- everyone be given opportunity as required;
- transparency is to be maintained in examination;
- equality of opportunity be ensured;
- learners' weaknesses to be identified and remedial be arranged for;
- existing examination system be renovated and reformed;
- practice of continuous evaluation be introduced and implemented with an eye to achieving the desired level of expectancy by all;
- various qualities to be inculcated and developed in the minds of the learners - encouragement be given to achieve this end;
- various co-curricular activities (like games, acting ,drawing , eloquence, music, photography etc ) to be fostered and nurtured in the learners
- learners are to be made fit for facing any eventuality and accepting challenge (cognitive and otherwise).
- above all, young ones are to be made modest and ideal in conduct and dealing.

Not that only these constitute social project - there are others that are intertwined with the system itself. What is needed is the endeavour and zeal to utilize them consciously.



## **THE HEAD OF THE INSTITUTION — ROLE AS A TEACHER/EDUCATOR**

The head of school has a vitally important role as a teacher since he/she is the leader of the team entrusted with the tasks of teaching. The assistant teachers are inclined to find in him an ideal educator whom they can imitate. The Head of the institution is to suggest other teachers about educational activities - teaching learning or class-room management will guide them about how to overcome problems and weaknesses related to class-room interaction and above all ensure efficient team work. In order to accomplish all these the head will have to be conversant with all the strategies of teaching -learning, also efficient in handling those. He/She will be a practical guide of the strategies of child -centric education and deftly make presentation of various principles of handling class-room situation. The head is to be an ideal in the matters of conducting lessons in and outside classroom. A teacher should have conceptual clarity about the cognitive process going on in the minds of the educands. Teaching and learning are poles apart. It may not happen that a learner would learn in exactly the way the teacher intends to impress upon.



## Learning environment :

"There is little doubt that the faculties of fancy and thought are two indispensable things for living on this earth. To put it otherwise, if one intends to be a man worth the name, the above two faculties have to be fostered and nurtured carefully. Consequently, those two are to be cultivated since childhood, otherwise one can not be in command of them in time of need - this is an age-old truth" [e.f. Rabindranath, reversal of education (SIKSHAR HERFER)].

"Since long past I have had an opinion about education in which I have pinned faith. According to this opinion education must be part and parcel of daily living, it will have to keep pace with life and be tuned to it - it should not be like something shut-up in a cage like class room, it must be adjusted with nature and environment which influences our body and mind; shapes our consciousness directly or indirectly. One vehicle of natural education is observation and the other is experimentation. The most important role of nature in education is to infuse amusement into the minds". [Ashram-wealth and growth : Rabindranath [Ashramer Rup O Bikash].

"By education I mean an all round drawing out of the best in child and man - body, mind and spirit. Literacy is not the end of education nor even the beginning. It is only one of the means whereby man and woman can be educated. Literacy in itself is no education". - (Basic education, M.K. Gandhi).

The above quoted extracts throw light on the essence of education and strategies to have access to education. Rabindranath speaks of two vehicles of natural education - observation and experiment. These two are indispensable in the matters of school education also. But, since there are limitations in respect of educational activities, education, in order to be successful and effective, needs another aspect which is experience. A child enters into a school being equipped with experiences from Nature and Environment in which it had been reared up. Education is bound to be incomplete if this primary experience is not utilized. Experience is to be assimilated with new ideas received; otherwise the acquired knowledge will be of little use. If the experience already gained be not given solid footings, new thoughts and ideas can not be received effectively - there will be little motivation or urge behind the activity. In absence of this motivation and urge the entire process is bound to prove futile.

Truly speaking no success in handling class-room situation can be expected without this motivation among children. Contrarily if this motivation be infused into all the learners strewn over every corner of the class room, all the educands will actively participate in the educational activity going on in the class room. Motivation generates emotion which ignites consciousness. Once this consciousness awakes, brain is ready for activity. As the brain functions both body and mind get involved in the process and learning takes place in joyful atmosphere and joy of learning is felt in mind. These are the stages of joyful learning. In modern times emotion is given pivotal place in a system of education. That is why the higher the E.Q. (emotional quotient) . The faster is the entry into the learning system and faster is the learning. The flow chart is :

Motivation → Emotion → consciousness



arousing cognitive domain → thinking and reasoning → learning → joy of learning.

Motivation is conceived of from four different angles :

behavioural view, cognitive views, humanistic view and achievement view.

**Behavioural view** : Learners complete their class task and home task without protest because of the fact that this helps in scoring high marks in examination and teachers and guardians will praise them.

**Cognitive view** : If there is cognitive disequilibrium one is motivated to learn more and more. Haunted by an urge to do something funny or an inquisitiveness or curiosity a learner is motivated to find solution for new problems.

**Humanistic view** : Hierarchy of needs propagated by Abraham Mastow demands special reference here. He has classified human needs into five groups :

i) physiological - hunger, thirst, sleep shelter etc. ii) safety needs - escape from external or mental injury, iii) social needs - affection, friendship, acceptance etc., iv) esteem - self confidence, status, power etc., v) self actualization : bid/earnestness to enhance inner power of ones self and intensify ones self complacency. There is in human mind demand for satisfying needs. When there is total satiation of wants, motivation gets extinct. This explains why it is not wise to satiate all the longings and aspirations completely. The greater the insatiation, the higher the level of motivation.

**Achievement view** : motivation has an inverse function in between level of aspiration and fear of success. The higher the level of aspiration, motivation for being successful in an endeavour will be proportionately stronger and vice versa. The motivation will remain active to evade failure. There are four factors to be identified behind a success or a failure [ it is the outcome of investigation among students ]. Those are ability, effort, task difficulty and fluke. For example:

- (i) Never can I do well in grammar (ability)
- (ii) I could not sleep well last night (effort)
- iii) Questions were very stiff and lengthy too (task difficulty)
- iv) I have made wrong suggestions about the areas from where questions may be set. (fluke).

## SIX EFFECTIVE PRINCIPLES OF TEACHING - LEARNING

- 1) The usefulness of learning an item must be established before the commencement of learning that item.
- 2) The subject matter is to be presented in such a manner as to prove it significant, relevant and practical .
- 3) The learner is to preserve the information in long-term memory such that it maintains coherence with present state of ideas.
- 4) The learner is to testify knowledge and understanding continually - consequently leading to refinement and revision of them.



- 5) There occurs a transfer of learning from known to unknown situation as a result of application of the knowledge in various direction.
- 6) Learning becomes complete only when a learner is conscious and alert about the strategy of learning and is able to regulate the use of the strategy.



### **Classroom Learning : The role of a teacher in conducting a communicative learning process in a class under the changed complicated situation.**

Since the on-set of community life a fistful of men have been trying to establish their right in everything including education. If we analyse the societal change of the world, we will see that no right of any sort has been earned without an organised struggle. Therefore, a constant fight is on still to-day to establish the right for education. The institutional education system is a product of this struggle.

After the industrial revolution the rich section of people in Europe realised that the educated labours could make good use of sophisticated machineries resulting in more and more production. This realisation appeared to have brought forth the struggle for universal education.

From surging democratic awareness among the people the need of school education started sprouting up and the capitalist section accepted the right for education albeit partially for their own sweet interest.

When the quality of products started taking a huge shape in comparison to the demand of the internal market the ordinary capital turned to imperial capital in order to capture the source of market and raw-materials. Consequent upon it the right for education started getting contracted for the common people. The contraction was of course higher in other parts of the world especially after the establishment of the Soviet. After the second world war the right for education for all the children of the world was accepted by the Human Rights of the U.N.O. in 1948, unfortunately enough, very little has been done to implement this right. In our country too the promise of our Constitution catered to the nation has not yet been fulfilled. The ruling classes of our country have never been found active in taking any programme in this respect. Recently in obedience to the verdict of the Supreme Court of India a campaign for universal elementary education is being conducted all over India with a solemn purpose of imparting education to all within the year 2010.

The application of modern technology started since the later half of the 20th century. At the start of nineties after our country had entered the market economy a change of life style started being observed among a large section of people. Taking advantage of this situation the people with vested interest have been campaigning actively and quite planfully



in favour of consumerism, self-centred and segregated life, causing a deep sore in our thinking and awareness. Unconsciously, we are also heading for this life full of enticement.

This so called 'isolated' life style has been causing an apathy among us towards the society. To take advantage of this, a section of ruling class has been misguiding the people apprising them of the uselessness of the institutional education and they have been successful to some extent in this regard. Education is now being regarded as purchaseable commodities. Making a good use of this situation some people belonging to the ruling class have been trying to destroy the institutional education system and to hand over skillfully all financial responsibilities to the common people.

It is a matter of great concern that a large section of the teaching community can hardly realise this complicated situation or it may be that they are carefully evading the situation. They seem to be complacent in living a traditional life. But the time has come when the teachers have to take vital role in changing this scenario and restoring the trust of the people for institutional education system. It is no doubt a difficult task but not an impossible one. It is found unsuccessful all the education system will turn out to take the shape of 'open education', 'distant education' in the days to come.

Theory of teaching by modern technology is being focussed all over the world. The concept that there is no need of teachers in class teaching is being highlighted in the so-called developed countries. But it is a matter of great hope that in some parts of the world people have raised their voice against it. In France the students have already organised protest with a slogan "No teacher no future".

It is high time that teachers should get engaged in self-criticism. They must change their lecture method in the class according to the demand of the situation and conduct the teaching process in such a way that the students can take part in it. The teaching process undergoes changes from one to another keeping pace with demand of the society. It is in a class that a teacher should promote a student to a designed level through his attractive method of teaching. He must encourage his students to collect low-cost or no-cost materials and to use them perfectly in the class. He will have to think for the backward students of the class. They must be given time before or after the school hours. A teacher has a great role to play in building up the psychic world of a child. He should be taught to be dutiful to the society as well as to the family.

For performing this noble work a teacher needs to have a mind full of sympathy and free from mechanicalism. Again he should also have a keen love and attachment to his own profession. There is no gain saying that an accursed danger is approaching us.

The teachers irrespective of ideological back grounds and differences of opinions must come forward to remove this danger and organise strong protest along with the other section of affected people against the evil intention of a particular class in the society.

It is only through the implementation of these programmes that we can combat the all pervading dangers.





## **"UNIVERSALIZATION OF EDUCATION AND EXISTING EXAMINATION SYSTEM "**

Struggle for freedom movement of India was inter related with the demand for Education of All. Accordingly after independence while making Constitution for Independent India, the matter of Education for all upto the age of 14 was prioritised and it was envisaged in the Constitution that within 10 years, Elementary Education would have to be made free and compulsory. Even at this stage the desired changes in Education were not made to reach the unreached. In West Bengal major reformation was made in the cultivable land. The ownership of cultivators and Borgadars have been ensured. As a result cultivator of West Bengal have raised financial status. Now they have demanded education for their children. Govt of West Bengal for obvious reasons in the interest of the people at large made education free of cost upto class XII. People are now turning up to send their children to schools. About 86% of children are now getting themselves admitted in class I. But formal education could not play expected role in developing the qualities of character that would enable children to adopt major changes. Quality in education will depend on perception of the end users - i.e. Students, Parents, Community etc. Quality of education is more than meeting the expectations of learners.

For universalisation of education, basic concerns are : Access, Enrolment, Retention and Quality Assurance.

While addressing other areas Quality Assurance should be prioritised for sustenance of education. Quality assurance has been defined as mechanism for ensuring "Zero Defects" and right first and right every time concept . But the quality can not be managed alone nor can be managed by class room transaction alone. It needs purpose oriented plan, working methods, wherein every teacher would participate, every member of Managing Committee will have a clear vision as to the plan of action and appropriate strategies for the reaching the goal of universal education. Every teacher will have specific responsibility, will have a sense of inter dependence and will have a time frame for each activity, but most important character of all activities would be access to relevant information. An effective team in a school with a clear vision and goals, can minimise the road blocks and a joyful activity based learning situation in the class room would minimise disparities which would help to retain learners in school. One of the major activities for achieving the goal of universal education is continuous, scientific and summative evaluation system. The present Examination system helps repeaters and dropouts, thus minority group of children can complete basic education. In spite of repeated efforts, Dropout rates at the upper primary level in 2001 were 50.3 percent and 57.7 percent for Boys and Girls in India. A large number of children continue to repeat grades.

With the change of teaching learning process primary need for change in the structure of Examination has been felt for a period of time. Assessment and / or Evaluation is required to be redesigned to remove disparities in the class room and to ensure quality education for all. At present, in West Bengal there are two systems of Examination: one is External Examination at the end of completion of ten years' education i.e. Secondary Examination, another one is classwise Examination after the end of academic session and half yearly/ terminal Examination as the case may be.



The first and important defect of this Examination system is the art of questioning and unscientific method of evaluation.

Curriculum and syllabus are being framed with the expectation of achievement of competencies desired. Then again some are broad based and some are specific. Generally questions are being framed in such way that due weightage are not given to all desired competency or a portion of syllabus are dropped from questions.

Consequent upon the practice, learners are not attaining the desired level of learning. While evaluating learners' desired level of learning e.g., skill, knowledge, conception, application, value sense, total outlook etc. proportionate weightage has not been being given in question papers. In fact, present system of questioning is helping the propensity of memorization and does not help to assess the behavioral changes of learners.

Moreover questions which invite different type of answers are ambiguous at the same time create confusions.

Moreover selection of words/ use of sentences may invite confusion. There is a tendency among some teachers who prefer to show their pedantry while setting the questions. These type of questions utterly fail to assess the acquired knowledge of learners and put them in to the world of bewilderment.

In the matter of evaluation of answer scripts it is observed that different Examiners have allotted different marks on the same of answer script.

In the back drop of the aforesaid position, though radical changes in the present examination system can not be made some qualitative changes may be preferred to meet the challenge of "Education For All".

These are as follows :-

- (i) Questions need be prepared in such a way that desired level of competencies as incorporated in curriculum and syllabus, may be assessed.
- (ii) Proportional weightage need be given in questions.
- (iii) While preparing questions teachers may concentrate their attention to the desired learning level, not to the memorization of books.
- (iv) The language of questions would be specific and crystal clear.
- (v) Any type of questions which has direct/indirect relation to communalism, sectorial attitude must be avoided.
- (vi) Questions which have two/more answers must be avoided.
- (vii) Questions would be designed in such way that student may answer in specific manner.

Internal evaluation would be competency based continuous and comprehensive. It may be divided into various parts : Unit/ Subunit evaluation, periodical and comprehensive evaluation. After completion of unit evaluation, management may be made for remedial teaching so as to minimise difference of learning in class room. It would be more effective, more scientific if all these evaluations are regulated and monitored through school complex by active participation of teachers of all member schools.

Present examination system invites elimination of learners. It does not help universal retention of learners. Moreover it does not assess the total development of



learners. This not all objective, and has no reliability. It gives priority to memorization and does not given weightage to the total of achievement of learners. For all these reasons present examination system has become redundant and continuous scientific and summative evaluation is getting priority day by day especially when globally, there is demand for "Basic Education For All".

By evaluation, assessment of total development of child is meant. It helps to diagonalize the deficiencies in the learning of students and helps teachers to understand the problems of learners as well as helps them to take remedial measures. Since it is a continuous process, teachers while organizing class room learning, they will help to measure the achievement level of learners and to proceed accordingly for qualitative development of learners. This scientific evaluation has got the characteristics of (a) validity (b) Reliability (c) Objectivity and (d) Standardization.

Through some tests, teachers would measure the progress and deficiencies in the learning process, the type of problem students are facing can also be assessed through these tests. These are called Educational tests. Then again through some tests, teachers can assess the mental strength, weakness etc. These are psychological in nature.

Educational Tests may be divided in two parts : (a) Performance Test (b ) Diagnostic Test. Diagnostic Test is some thing different in nature. As for example, while assessing the difficulties the learner is facing, it may be seen that whether the particular learner has the ability and / competence on "addition, subtraction, multiplication and division" separately. The analysis of these whole system of Primary Knowledge of arithmetic would help teachers understand the basic deficiencies in the learning process. There after teachers would take remedial measures for bringing the learners up to the mark.

In order to ensure education for all teachers may in variably concentrate their attention to those students who are language behind in the process of learning since they can not cope with the class room situation, do not get interest in learning, do not get themselves involved in class room transaction for the reason their marginal knowledge is far below the level of learning continuing in class room. these type of learners finding no other alternative leave the school despite their apptitude for learning

Class room teacher, invariably as good teacher of the society, would try to feel the problem of his/her student with humane heart. While making assessment in subunit/unit/ periodical basis, teachers may understand the backwardness of some learners within the class room and may adopt specific step to remove their deficiencies and these process should continue in the whole process of learning. Continuous evaluation endeavours to equip the children to attain the targeted achievement level and at the same time minimizes, the gap that may persist in side the class room. Here in lies the unique feature of comprehensive continuous evaluation.

#### Grading System : -

About 30 years have elapsed, since the matter of Grading system had been the agenda of discussion in the field of Education. It is also felt that discussion should continue giving top most priority to this grading system. From the point of view of science of teaching and from realistic outlook Grading is indispensable in the whole educational



system. But question arises whether guardians at large will accept this new system since they are accustomed with marking system.

The most valuable investment that India will make to ensure that every child gets education by 2010. The country has been making concerted effort to attain E.F.A goals. To give fill up to this national commitment i.e. to provide basic education for all, the continuous evaluation and grading system may immediately be introduced. At the present moment Indirect grading system (in which both marking and grading will be codified) may be the appropriate steps. After detailed discussion, minimum five point scale to maximum eleven point scale may be maintained. To avoid administrative complexity and minimize the difference of student of one grade, it seems 07 point scale shall be reasonable as noted here under :-

| <u>Marks Obatined</u> | <u>Grade</u> | <u>Meaning of Grade</u> |
|-----------------------|--------------|-------------------------|
| 90-100                | A+           | Excellent               |
| 80-89                 | A            | Very Good               |
| 70-79                 | B            | Good                    |
| 60-69                 | C            | Satisfactory            |
| 50-59                 | D            | Average                 |
| 40-49                 | E            | Not Satisfactory        |
| Below 40              | F            | Below Average           |

At the present moment, we the teachers of should work in such a manner that the reliability of class room teaching receives no jolt. The vested interests are striving hard to undermine the creditibility of class room learning. To arrest the trend positive efforts are to be taken to repose faith on the formal system of education. Efforts are on to LEVEL the teacher-student relation as seller and buyer. Can we ever think of such a relation?

A large section of under privileged has come under the ambit of formal education system. Naturally, responsibility has increased to a great extent. Number can never be a constraint factor and with scientific devices coupled with sympathetic tenderness situation can be developed. Hence we can up hold and protect the infallibility of common schooling system in a democratic setup by impro-visation of class room transactions and its integral part continuous evaluation system.



### **ADDED RESPONSIBILITIES OF TEACHERS IN CHANGED CIRCUMSTANCES.**

The growing demand and ability to acquire education is the index of the social development, Education brings self-confidence and self-respect. Spread of education in the right direction helps to tear off the net of superstition and establish rational thinking upholding of consciousness. These are known to all. But the main question is how the teachers of conventional schools will apply themselves scientifically in the classroom to fulfil this demand.



Teachers are respectable personality in the society. Society expects, much from the teachers and the foremost responsibility of the teachers is to effect all round development of the students.

— "Education For All" this movement will be fulfilled when school will be able to fulfil every demand of the society concerning education. To make this venture a success every person connecting with education in the school should learn to implement more developed (advanced) education system considering the practical situation.

We have to remember that it is our duty to progress the activity of "Education for all". In many places large classroom, weakness of planning and insufficient teachers can be traced. Faultless educational atmosphere is expected but in the present eco-social atmosphere the proper use of existing infrastructure can solve many problems. We all have to mind that it is our duty to fulfil the demand of the students and we have to devote our sole endeavour to reach the target. It may appear that the huge number of students is an insoluble problem but number cannot be a problem if we try to turn them into wealth. In every age the teachers try to adjust their learning-teaching method with the demand of the situation.

### **(A) FOR TRANSMISSION OF CURRICULAR KNOWLEDGE**

- ◆ Teachers are to be devoted whole heartedly in their works.
- ◆ Teachers are to be enthusiastic to exchange opinions with each other to improve the knowledge of their subjects.
- ◆ Teachers are to try to make union with themselves.
- ◆ Teachers will help each other to teach with modern educational method.
- ◆ Teachers will discuss and praise each other's effective outlook in the staff-council meeting and highlight that effective outlook.
- ◆ For creation of student-friendly educational atmosphere each teacher would express her/his opinion to the Academic Council for furtherance of learning process.
- ◆ Each teacher would display sympathetic attitude to each and to all.
- ◆ They are not to maximize other's fault but to help them.
- ◆ To make mistake (student/teachers) is an important subject in education. A person can not reach right destination without making mistakes. Correcting errors is a main part of observation and experience.
- ◆ Everyone would create a homely atmosphere with all the workers in the school.
- ◆ Everyone would honestly discuss to maintain classroom and effective teaching method. Collective effort is necessary to invent new procedure.
- ◆ Teachers are to make action research in their respective subjects. Action research may be about the nature of mistake and to find out the reason and solve it by herself/himself or with the help of others. Action research is an experimental research work.
- ◆ Teachers are to keep touch with the guardians as far as possible.
- ◆ Teachers should inspire the students to be closely intimate with school atmosphere.
- ◆ Student's desire to know more should be valued.



- ◆ Teachers should make the students more courageous with love and affection.
- ◆ Help the students in participating works maintaining discipline in the usual class teaching as far as possible.
- ◆ Establish the students as subject specialist, leader, helper and even as participants.
- ◆ Try to introduce the system of giving 30% time by the teachers and 70% time by the students by creating atmosphere in the class room teaching procedure.
- ◆ Inspire the students to question in a right way.
- ◆ Try to increase the students thinking power.
- ◆ There is a big gap between commit to memory and self possessed. Make the students understand the subject matter clearly.
- ◆ Extend the scope of work willingly and solving the problems by the students.
- ◆ Inspire the students to face any difficult problem etc.

Without the help of the teachers it is not possible to organize the school ground-work. Planning should be done through discussion in the staff council collectively with the head of the institution. To make successful the educational atmosphere of the school, try to make the decisions of the Academic Council and the Managing Committee a success. Consensus is mostly desirable, if it is not possible everyone has to accept the path of extended democracy. Your own behaviour and honesty should be an example to students.

#### **(B) SOCIALIZATION OF THE STUDENTS.**

- ◆ Self involvement to make fruitful different functions of the school.
- ◆ Help the students for more involvement in those functions.
- ◆ Inspire the students to take collective measure.
- ◆ Look upon every student impartially and give them equal right.
- ◆ Extension of more self consciousness of punctuality.
- ◆ Extension of consciousness amongst the students to give everybody proper respect.
- ◆ Direction to the scope of thinking towards social welfare etc.

#### **(C) FULFILMENT OF THE DEMAND OF THE SOCIETY**

- ◆ Help everybody to create the scope of learning according to their demand.
- ◆ Find out the weakness of the students, specially the children of those who are deprived in the society and solve their problems. If necessary collective planning before school hour or after school hour or eighth period can be more fruitful .
- ◆ Inspire the students whole heartedly to develop and flourish their competencies.
- ◆ Extend your help to maintain the transparency of present examination system.
- ◆ Thinking of changing examination system and advising of possible modification.
- ◆ Extra skill outside school education should be encouraged.
- ◆ Make the students cultured in their behaviour.
- ◆ Students are future citizens, give them proper idea of duties and responsibilities of a good citizen.



- ◆ Help them to participate in sports, recitation, song, acting, oration, drawing, tree plantation, consciousness of atmosphere and concept of preventing pollution etc.

## **CONTINUOUS EVALUATION PROCESS :**

Continuous evaluation process is an inseparable part of learning-teaching. Whenever a teacher asks a question to a student and gets an answer the evaluation process starts. So it can be undoubtedly said that teaching cannot proceed without evaluation. A student can be made vocal through questions. Student can go into the depth of the subject through this continuous evaluation process. But teachers should ask questions in a clear, simple language and whatever be the standard of answer learner should always be encouraged. After hearing necessary corrections may be done.

Whether the experience/knowledge of the students are optimum depends on how the teacher help them in learning. The classroom remains active if the spread of subject matter and questioning go side by side. But it should be remembered that keeping the object of teaching ahead, the act of continuous evaluation should be continued. Before deciding the technique of evaluation teacher should decide what skill she/he should evaluate. It should be borne in mind that continuous evaluation process can operate as a tool for evaluation of learning process, but it can never be the only technique to reach the target. To build up the framework of this system successful implementation of the idea of "school cluster" is an essential condition.



### **"Role of Headmaster/Headmistress in promoting coordination and linkages between functionaries of education and other development departments & agencies of the State level, District level and grass-root level"**

Educational development is generally regarded as the concern of Education Department only. But, the latest studies and investigations in the field of socio-economic development all over the world, irrespective of the widely varying levels of development and the socio-political orders, have shown that the best results are achieved only if the various developmental programmes followed by different departments and agencies are so blended and intermixed as to mutually reinforce each other and optimize their returns.

Different departments have good number of programmes and schemes in which certain in-built educational components can be identified and introduced. They can focus and activate the educational elements to a unit of population of a specific age-group, or in general, which have got a direct bearing on their socio-economic and cultural development. On the other hand, different functionaries of education can extend their co-operation and participation to other departments at the time of circumstantial exigencies and emergencies too. Such co-ordination between the Education Department and all other developmental departments and agencies is only possible through sharing of important ideas and experiences of such departments and agencies. This would unmistakably



provide proper direction and concrete strategies to work with, and help design practical and solid and specific programmes of development, both quantitative and qualitative, through different educational processes. In a properly linked and coordinated system, the policy-makers and the planners and other functionaries involved therein, can identify the emerging problems in closer perspective and on the basis of available resources and practical experiences, can examine the relative utility practicability and feasibility of all alternatives to reach a solution as needed.

But the problems like the rapidly increasing population, the massive illiteracy and poverty, advancing strength of drop-outs, reciprocal wastage and stagnation, conspicuous inequality in education, the social and economic disparity, the increasingly decreasing standard and quality of education, the growing angularity in criticism in different academic strata of education pertaining to the inertness in those concerned areas, may aggravate the problem with little chance of recovery.

Besides these, our planning and developmental process in different sectors. specially in the micro-level (district/block-level) are being operationalised, more or less, separately in the absence of an effective linkage system. The structures of different departments, organizations and agencies are by and large, tendentiously separatist. The line of command and management, the resources, the priorities and phasing are different. In a sense, the holistic concept is relegated to the back-ground in favour of each trying to reach its own targets. The race becomes an scramble and the process falters in providing results. In the absence of an effective linkage system, the impact of development is not prominently discernible, the outputs which are accrued from the operationalisation of the plan are not in proportion to inputs. That is why, stress has been laid on "Integrated Approaches" as well as "linkages" in different Plans with a view to improving the effectiveness and efficiency of various developmental programmes and activities.

Truly speaking identification of the impact of activity of any department upon educational development or vice versa is discernible only with the establishment of co-ordination and linkages at different levels of planning and administration of different developmental sectors, and the effectiveness and efficiency of various developmental programmes and activities can also be improved by (i) making the beneficiaries or producers literate, functional and socially aware of the policies and various facts of developmental programmes of the government; (ii) producing trained and better skilled manpower; (iii) involving them in various development programmes which in turn helps to achieve the objective of optimum potential (maximum result) and minimum wastage (minimum cost); (iv) creating a general and healthy environment favourable to growth & development.

Education system is also an organizational system. In this system school is a unit of the lowest level through which education brings changes and social awareness in the minds of the people and accelerate growth through increased output in all levels of production conditioned by practical knowledge of science & technology and productive skill and efficiency. Such being the importance of education in developing society and nation as a whole the role of the head of the institution as king-pin and other teachers have been increased to a great extent for quantitative and qualitative improvement of education.



Now the head of institution is not only a teacher, and administrator, he is also the planner, a leader, a decision-maker, a communicator and co-ordinator. He/She is the pioneer of all developmental activities related & linked with education. He/She has to promote coordination and linkages between educational functionaries of education and other developmental departments and agencies to identify the programmes & schemes with certain in-built educational components which can be utilized for qualitative improvement of education.

The developmental departments & agencies which can focus and activate educational elements are given in the following table :

|  |  |
|--|--|
| (1) Health and Family Welfare Department     | Child Health project, concept about Nutrition and Vitamin, First Aid, Merits of Balanced Diet supply of Charts, Models, Festoons Bulletins about Environment Consciousness, Arrangement of Mela/Exhibition regarding health & hygiene programmes in the school, Use of boiled water in the rural areas, concept about cleanliness etc.   |
| (2) Public Health Engineering Department     | Supply of pure drinking water in the school-setting up of tube-well within or outside the school premises.   |
| (3) Panchayet & Rural Development Department | Child Education Programme, Assistance to Construction and repairing of School Building & Link Road to School, Distribution of Nationalized Free Text Books to School, participation in school games & Sports, Participation in child Nutrition Project, Participation in school Management, School Complex, Literacy Programme, Saksharata Abhiyan, Survey Work enrolment drive, Retention of the child upto class VIII, to stop drop-out, Mobilization of resources for the school etc. |
| (4) Forest Department                        | Supply of saplings to the school authority through Panchayet for afforestation and for making the environment of the school more beautiful and healthy, observance of "Bana Mahotsab", "Aranya Saptaha", Essay and Quiz competition on "Ekti gach Ekti Pran", "Live and let live". Arrangement for discussion on "Ecological Balance", "Erosion of Soil", by the Forest Department.  |



|  |   |
|--|---|
| (5) Department for Backward Communities and Welfare            | Infra-structure development of the school, construction of Students' Hostel Scholarship, Distribution of books and dresses, Spl. privileges to girl students, grant for Hostel charges etc.         |
| (6) Women & Child Development and social welfare Department    | Management of Pre-Primary Education through ICDS.   |
| (7) Mass Education   | Management of educational programmes by the Non-government Voluntary organizations.   |
| (8) Library Services Department                                | Implementation of programmes for co-ordination of library services with the educational programme   |
| (9) Department for Municipal Affairs                           | Management of child-education project in urban areas.   |
| (10) Relief Department   | Assistance & Co-operation for infra-structural development  |
| (11) Labour Department   | Implementation of Welfare Project for Child-labour Project.   |
| (12) Planning & Development Department                         | Financial assistance from M.P./MLA LAD  |
| (13) Minority Community Affairs Department                     | Development of Minority Community dominated areas and expansion of education thereof.   |
| (14) Games & Sports Department & Physical Education Department | Organisation of various games & Sports, Development of play ground and supply of sports equipments.   |
| (15) Radio & Television Department                             | Publicity of Educational Programmes - Literacy Programmes - Women's Education Programme; Education For All  |
| (16) Information & Culture Department                          | Cinema / Movies for the child, Lokaranjan Sakha, Utsab, Book-lets, Bulletins, Charts, Rural Fair, Moving cinema Project etc.  |
| (17) Parliamentary Affairs                                     | Awareness building among the students, regarding constitution of parliament, its role in the Democracy, Significance and activities of parliament to form and alert and intelligent public opinion. |
| (18) Tourism Department  | Knowledge about the outer world through educational tours.  |



|  |  |
|--|--|
| (19) Postal Department   | Awareness about savings measured expenses                                  |
| (20) Finance Department  | Allocation & coordination of fund for developmental programmes & projects. |
| (21) Home Department   | Developmental programmes in border areas.                                  |
| (22) Jatiya Krira-O-Sakti Sangha, Sab-Peyechir Asar, Students' Health Home, Jr. Red Cross, St. Jones Ambulance, N.C.C./A.C.C. Scouts & Guides, Bratachari etc.(Agencies) | Value Education, Bratachari, Health Consciousness Physical Education etc.  |

Such type of coordination and linkages of the educational functionaries with other developmental departments and agencies helps to develop close human relationship and coordinated understanding. This inter-departmental and intradepartmental coordination plays a significant & dynamic role in stopping the segregation-attitude between the school and society and helps to share important ideas and experiences for improvement of the society and the nation as a whole.



## TOPIC : SCHOOL CLUSTER

### || Foreword ||

The notion of School Cluster has been conceived with the aim of harmonising the learning process, material and the streams as well as effecting a balanced development of the learner's consciousness as much as possible. Several Education Commissions, Committees and noted educationists have expressed their opinion on this subject. A school cluster may be formed comprising all the High, Junior High and Higher Secondary schools within a specified geographical or administrative periphery.

The Government aided schools of today were set-up in the past by the initiative of the local people. From time to time people helped to develop infrastructure in these schools. Very often there is disparity in the quality of infrastructure of different schools. Despite Government grant infrastructure of many schools remained inadequate. School Cluster can be of great help as supplementary system to make up for this deficiency. It is a fact that schools of the same area are different in many respects. Due to this difference and infrastructural imbalance guardians are increasingly inclined to brand the schools as 'Good and Bad'. Besides this, the general schools, which are open for all, are constantly being criticised and attacked in such a way that their very existence is jeopardized. This being the scenario, the need of the hour is collective thinking and deliberation to increase the qualitative and quantitative scope and opportunities of institutional education system. Otherwise a negative attitude towards the total education system will develop and society will lose confidence in it.



It is true that newly established schools lack the developed infrastructure of the old and so called traditional schools. Still notwithstanding sincere endeavour of duly qualified teachers to teach well and maintain discipline sometimes results fall short of expectations because of socio-economic conditions. This propels many people to make disdainful remarks derogatory to the reputation of a school. Everyday such remarks are inflicting anguish and remorse upon those connected with education turning them less enthusiastic and less enterprising.

There are many instances of schools having more than one teacher in the same subject whereas many other schools have no teacher for a particular subject. There is dearth of laboratory, library, play ground and sports goods in some schools. Again there are schools which, though provided with such infrastructure, fail to utilize them and thereby fail to reach the desired academic goal. This difference between two schools of a particular area has two aspects. On one side it has created a sense of so-called pride in a few schools and on the other it has instilled a feeling of inferiority into the students, teachers and guardians associated with so called "Bad" schools. School Cluster can help in bridging up this gap to some extent.

For the past few years West Bengal Government and the Board Of Secondary Education have been encouraging formation of School Cluster. Except a few isolated efforts to form School Cluster in some areas little was done to spread it comprehensively at all levels. Now when "Sarba Shiksha Abhijan" is on its way, School Cluster may well be utilized and work to bring all the children of an area to the School campus and help them reach a minimum desired level.

### **|| Organisational Set Up ||**

A Co-ordination Body (COB) shall be formed to guide the workings of the School Cluster. The members of this Body will be

- 1) Headmaster/Headmistress of all participating schools.
  - 2) Secretary/ President of the managing committee.
  - 3) a teacher representative nominated by staff-council.
  - 4) a retired Headmaster/assistant teacher residing in the area.
  - 5) a representative of a local autonomous body.
- ◆ a Headmaster/Headmistress shall be the convener of "COB". His/Her school will normally be COB's office.
  - ◆ COB may be changed or reformed at stipulated intervals.
- Every act of COB shall be performed according to consensus-based decision.
- ◆ member schools will give some subscription to run the School Cluster.
  - ◆ a number of sub-committees will be formed considering classification of works.
  - ◆ parent committee and sub-committees shall hold meeting at stipulated intervals.

### **|| Committee's Task ||**

- 1) To locate problems of all member schools of the area
- 2) To find out probable and proper way to solve the problems
- 3) To take the correct decision on the basis of consensus
- 4) To inspire member schools to execute the decisions



## **|| Programme ||**

- 1) To prepare a comprehensive year-book for the academic session
- 2) To provide students with time table at the beginning of a session
- 3) To prepare uniform holiday list (member schools will have partial freedom here)
- 4) To provide students with syllabus, termwise divided, at the beginning of a session
- 5) To prepare uniform examination-schedule, frame questions and evaluate answer scripts.
- 6) To plan jointly for co-curricular programmes,
- 7) To make scheme for using school's resources jointly
- 8) To plan to utilize teachers of other member schools to compensate shortage of subject teachers
- 9) To get the students acquainted with science and public health movement - e.g. Students' Health Home, J.R.C., St. John Ambulance's programmes
- 10) To set-up "Book-Bank" for the poor and needy students.
- 11) To arrange special classes for backward students inside the school after school hour
- 12) To prepare uniform book list. It is to be given along with the Annual result
- 13) To avoid inconvenience of students at the time of admission to Classes V and XI the schools within the cluster area shall admit students proportionately
- 14) To develop an atmosphere of mutual co-operation among the member schools to solve professional problems of teachers
- 15) To oversee that Board/Council's directives on academic issues are followed in all schools and to co-operate accordingly
- 16) To chalk out various educational orientation programmes and implement them
- 17) To make arrangement to encourage the students of member schools topping the merit list
- 18) To organise time to time group discussion by subject teachers on teaching problems
- 19) To conduct joint programme, seminar, exhibition etc. on sports, health, science, art and culture

## **|| Board's Role ||**

- 1) To affiliate the School Clusters
- 2) To issue clear-cut directives on all related matters

## **|| Conclusion ||**

This is a fully voluntary programme. The paramount aim of School Cluster is to attain enlightenment through exchange of experiences and co-operations, and at the same time help the learners at all levels of a particular area to reach a desired height.

It should be mentioned here that School Cluster has been introduced with the primary schools of some areas to ensure the benefits of School Clusters in the field of primary education. Primary School Cluster and Secondary School Cluster of the same area should be closely inter related. "Sarba Shiksha Abiyan" will gain momentum when the two clusters are harmonized.





## INSTITUTIONAL PLANNING AND MANAGEMENT

### **OVERVIEW :**

Any thing done in a properly planned manner yields much better results than something done in a casual or routine fashion. Planning is deciding in advance -

- (1) what to do
- (2) How to do it
- (3) When to do it &
- (4) who is to do it

It involves anticipation, consciously choosing the future course of action by a group of people to achieve a common goal within a time frame. It is a scientific technique or function that determines in advance the future course of action for achievement of goals of the management through selection of policies, programmes, procedures and other activities.

Planning for social and economic development, of which educational planning forms an integral part, was started in our country more than 50 years ago. All through this period, our planning system adopted "top to bottom" approach with the result that most of our schools remained unconcerned with the educational development plans prepared at the state or national levels. The Education Commission (1964-66) aptly remarked that "no comprehensive programme of educational development can ever be put across unless it involves every educational institution and all the human factors connected with it - its teachers, students and local community".

Decentralisation of educational planning and management at the institutional level would now form the lease of the planning process, permitting the active participation of all educational functionaries like Headmasters/Principals, teachers, students, parents and other community members where each one of them will have specific tasks to perform.

**Planning Process:** while planning, one has to take into account of the following :

- (1) Analysis of the prevailing situation through survey;
- (2) Consideration of the constraints/ problems under the situation;
- (3) Thinking of measures to improve it;
- (4) Evolving effective built-in-mechanisms for monitoring;
- (5) Evaluating the plan to identify bottlenecks and to take timely corrective actions/measures;
- (6) Identification of institutional needs and formulation of projects and programmes for institutional development;
- (7) Fixation of time-schedule/frame according to the needs and facilities of the institution;

**Concept :** The concept of institutional planning envisages involvement of all concerned with the proper functioning of an institution, namely headmasters, teachers, students, parents and other members of the local community in the process of planning.

This also implies that every institution will identify its own problems, assess its own needs through systematic planned efforts, and find alternative solutions to those problems and develop appropriate programmes and projects to meet assessed needs by itself.



Institutional planning is different from the school calendar which includes planning regarding assignment of duties to the staff, teachers' lesson unit planning, homework assignments, conduct of periodical & annual examinations etc. It has nothing to do with the developmental aspects of education in the school. On the other hand, an institutional plan includes inter alia a number of developmental programmes designed mainly to improve the quality of education of the school.

The term 'management' here is used as synonymous with "administration" which includes personnel administration, financial administration & other similar activities under taken by the head of the school in the day to day functioning of the school.

**Objectives :** The specific objectives are as follows :

- (1) To provide educational facilities for the growing population in different age-groups in the localities where institutions are located;
- (2) To plan for improvement of the output quantitatively, economically and qualitatively. Improvement of output quantitatively implies reduction of the incidences of wastage and stagnation, drop-outs. Improvement of output economically means reduction of cost or educational expenses per pupil which can be mainly done by the better utilisation of available resources. Improvement of output qualitatively means inclusion of such programmes in the plan as aims at improving the level of knowledge and skills of pupils making their moral, social and physical training more effective.

**Characteristics :** The basic characteristics of an institutional plan are :

- (i) It is based on the principle of participatory planning which means that it is not a plan of the Headmaster/ Headmistress alone, but of all teachers, students, parents and the local community.
- (ii) It is based on the felt-needs of the institution and the problems faced by the school community.
- (iii) It seeks to utilize the available resources (both human and material) optimally both within the school as well as those available outside the school in the local community.
- (iv) It is flexible. It is changeable according to the needs and situations.
- (v) It is scientific, as it takes into consideration all the facts and figures.
- (vi) It is realistic from the stand-point of feasibility, and applicability.

**Steps :** Steps involved in the preparation of an institutional plan are :

- (i) Taking stock of the available physical facilities, instructional programmes supervision etc. and identification of deficiencies in each of these areas;
- (ii) Projection of future enrolment;
- (iii) Estimation of physical facilities and staff requirements
- (iv) Assessment of financial resources likely to be available from government and non-government sources over a period of time;



- (v) Determination of priorities and working out of alternative choices in the light of assessed resources and future needs.
- (vi) Working out detailed programmes and projects to meet the assessed needs;
- (vii) Estimation of costs for expansion programmes and improvement, if required, and determination of escalation of costs for more time, if needed for implementation of the project;
- (viii) Determination of phase-wise programmes and outlays according to the priorities;
- (ix) Placement of plan to the local community for open discussion and wider deliberation of its priorities and programmes
- (x) Finalisation of the plan in the light of public demand and comments.

### **Formulation, Implementation, Monitoring & Evaluation**

As it is a participatory planning, its implementation will be effective. It is necessary to call meetings of all concerned at regular intervals to identify needs and assess resources to meet the identified needs. It may not always be possible to prepare a comprehensive plan for the all-round development of an institution at an one-time attempt. But it would be possible to decide priorities as per needs of an institution & as per availability of existing resources and additional resources to be mobilised from outside without much difficulty. As an attempt to the beginning, it may be possible to start embark upon one or two projects or programmes and start implementing them. Separate designs for separate projects and programmes have to be prepared. The sum-total of all such projects constitute an institutional plan.

While preparing the designs for various projects the following factors have to be considered:

- 1) Need & justification of the project/ programme;
- 2) Specific objectives of the project;
- 3) Details of personnel involved in the project;
- 4) Time frame for implementation;
- 5) Resources (human, material & financial) ;
- 6) Methods of monitoring and evaluation;
- 7) Suggestions & guidelines for improvement.

Each project/programme will have to be split into different activities and information regarding the above seven components in respect of each of them will have to be incorporated in to projected design.

**Evaluation :** Evaluation on the performance of an institutional plan is equally important. Continuous evaluation has to be done for each plan, project or programme in relation to its objectives. The experience gained through evaluation can be used for the purpose of feedback into planning at the next stage. Evaluation of the project/programme so designed and implemented may normally be done by the school authorities themselves for taking corrective actions/measures.



## An Outline of Institutional Planning

|  |  |  |
|--|--|--|
| (1) Introduction/Back-ground information | Historical back ground of the institution/objectives/ Area or Locality/Organizational/Administrative system Curricular & Co-curricular activities.   |  |
| (2) Analysis of the present situation    | <b>(A) Quantitative Aspect</b><br>(i) Admission<br>(ii) Promoted / Not-Promoted<br>(iii) Teacher-Pupil Ratio<br>(iv) Class-rooms & Buildings<br>(v) Qualification & experiences of teachers  | <b>(B) Qualitative Aspect</b><br>(i) Programmes for qualitative Improvement of teachers<br>(ii) Selection of students<br>(iii) Research-activities<br>(iv) Evaluation / Exams<br>(v) Social & Environmental Development<br>(vi) Annual Ceremony<br>(vii) School-Magazine |
| (3) Quantitative Improvement             | (i) Anticipation regarding the no. of students to be adjusted.<br>(ii) Requirement of teaching & non-teaching staff<br>(iii) Buildings/Class-rooms & land to be required more<br>(iv) Furniture/Teaching Aids & Appliances, Library, Play ground, Hostel, Drinking water facilities, Girls' Common room etc. |  |
| (4) Project/Programmes                   | Priority Basis   |  |
| (5) Financial Aspect of Planning         | (i) Present expenditure (ii) Capital expenditure,<br>(iii) Expenditure on On-going projects /programmes<br>(iv) Expenditure on Teaching Aids<br>(v) Expenditure on building construction/purchase/ and on Furniture  |  |
| (6) Implementation of Programmes         | (i) Approval of the Project (ii) Resource Mobilization<br>(iii) Additional Resources<br>(iv) Time frame for implementation.  |  |
| (7) Evaluation                           | (i) Interim reports in the meeting (ii) Diagram, Chart & Graph etc.  |  |





## **EVALUTONARY CHANGES IN THE MANAGEMENT OF RECOGNIZED SECONDARY INSTITUTIONS TO MEET THE CHALLENGE OF "EDUCATION FOR ALL"**

The movement for mass education has travelled a long path. Times without number, the eminent intellectuals have reiterated that without the universalization of education, superstition free rational society can not emerge up. Education is the prime truth for socio cultural development and economic development too.

The management of the institution was not propeople as a direct legacy of colonial rule and during British period endeavours were made only to educate those persons who would support the colonial structure. The intermediaries exerted their influence in the field of education.

The aspirations of freedom fighter were trodden under feet for the interest of social hierarchy and stooges. To speak the truth, truly democratic managementthe has taken shape during the role of united Front Govt of 1969. This endeavour has scaled united desired height during the reign of Left Govt.

In fact, prior to 1969, both before independence, after independence representation of vested class would continue to exist in the managing committee of Secondary institutions. As a result, institutional leadership did not serve the propose of universal education. Rights of the prople at large and teachers as well were neglected to a great extent. Teachers and non teaching staff has little opportunity to safeguard their legitimate rights. Even West Bengal Board of Secondary did not make sufficient rules to protect teaching and non teaching staff from occupasional hagards and even from termination of service made with malafide intention. They were compelled to receive less money while they had to sign on the acquittance role recording more money. Female teachers and non teaching staff were exposed to untold harassment and oppression. Special constitution provided dictatorial powers to managing committee. Thus it can be said with much conviction that the then managing commeet could neither serve the people nor teachers and non teaching staff.

With the acceleration of democracy to grassroot level as well as with the demand for education for the people at large, the present government made several amendment of constitution of managing committee. Representative of three tier of Panchayet system has been inducted. In order to establish community ownership over most important social institution like school, no of guardian representatives has increased to 06.

It is pertinent to note that after land reformation in West Bengal, people of poverty level has raised their economic status and demanded for education. Govt. of West Bengal has also provided full opportunity to all by declaring education up to Higher Secondary level free. Local self govt. is also cooperating with the democratic school management for providing education for general masses.

It is in this prospective role of managing committee should cross their statutory functions and should discharge the role of expansion of education with the ultimate goal of U.E.E.



In aided and unaided institution managing committee shall manage funds, shall allocate holidays, shall grant leave, shall grant deputation, shall draw proceedings against teaching and non teaching staff as and when situation demands subject to approval of WBBSE and shall deal with all schemes of development of institution and such other matters. The task of providing basic education for all with concrete plans of action gained greater momentum in 21st century especially when there is world wide demand for "Education for All". The present society demands basic education which is the key to sustainable socio economic development, peace and stability. Since West Bengal has been making concerted efforts to attain E.F.A. and Govt of India has reiterated its commitment to provide basic education for all within 2010, major developmental strategies in tune with the Govt. policy has to be taken by the managing committee of secondary institutions.

Over a period of time, infrastructure and other facilities have improved significantly although large number of secondary schools continue to suffer from deficiencies making it difficult for schools to function smoothly. Both State Govt. and Central Govt. have initiated a number of programmes to improve facilities, the managing committee may by involving community at large provide infrastructure and other related facilities to provide access to all children of the catchment area. And for this purpose, managing committee will have to make school mapping and school level planning so as to accommodate all the children of age group of 9+ to 15+. One of the major task of the managing committee is to maintain transparency in all activities especially the transparency of accounts. The managing committee should be conceived as "umbrella" organization which would submit all projects, programmes and schemes aimed at developing a situation of quality education for all. A convergent approach involving community, panchayets, SSA programme etc will facilitate effective planning, implementation and monitoring of development works related to basic education of the age group 5+ to 13+.

**Institutional Reform :** The school authority will have to make assessment of existing infrastructure, intake capacity, Ratio of Delivery system, Class room transaction, achievement level, effective evaluation system, community ownership/ involvement sharing with parents etc. The thrust for quality education for all demands effective involvement of community leaders under the guidance of Managing Committee with the help and assistance of S.S.A. Managing Committee may organize training to undertake planning, programming and monitoring task.

**Institutional Capacity Building :** It calls for improvement of educational administration at the school level by infusions of new approaches and by adopting of cost effective and effective methods. The Managing committee would develop Educational Management information system and they will correlate school level data with community based information from field surveys. The Managing Committee will always envisage cooperation between teachers, parents and Panchayets as well as they will have accountability and transparency to the people for each and every activity.

### **Focus on quality :**

- (i) The Managing Committee would lay special thrust on making education relevant for children. The main thrust in this area of action is to help teachers for making classroom - Joyful activity based and learner centred.



- (ii) The Managing Committee through Academic Council if necessary through staff council will monitor, ensure admission of all intending children of the age group of 9+ to 13+.
- (iii) The Managing Committee through the aforesaid subcommittee will plan for classroom learning, evaluation and will prepare "Anunal Calendar" by envisaging 200 learning days.
- (iv) It may create appropriate environment for learning teaching which would ultimately create maximum learning situation for maximum students.
- (v) And for this, it will help to minimise the absenteeism of teachers and taught i.e. it will persue discipline and punctuality of teaching and the taught.
- (vi) The Managing Committee will help to create awarenss among guardians in respect of acheivement of their wards and thus create organizational climate for learning.
- (vii) The Managing Committee will always share with the community inrespect of excellence in academic and non academic activities as well as co-curricular activities. It will also share transition rate with guardians.
- (viii) It will help guardians to understand the purpose and methodology of evaluation
- (ix) it will encourage innovative activities of teachers so as to create excellence in learning.
- (x) It will help teachers to undergo orientation so as to create effective learning situation in the classroom.
- (xi) It will lay especial importance to the disadvantaged groups of the society.
- (xii) It will see that there is no gender disparity in the process of learning.
- (xiii) It may help teachers to prepare learning materials with low / no cost.
- (xvi) The M.C. shall organize cultural function and sports at regular intervention and shall effectively involve community.
- (xv) The M.C. shall encourage teachers and taught to organize science exhibition.
- (xvi) The M.C. shall help and assist students coming from Below Poverty Level group by purchasing books from SSA fund and by providing other assistance.
- (xvii) The M.C. may encourage Head of Institution to form school complex and may share with neighbouring school in the matter of quality management.
- (xviii) The M.C. may participate in the cluster Resource centre and may encourage teachers to share with other partners of C.R.C.
- (xix) For overall development of students of the school, all out effort may be initiated so as to make students good citizens.
- (xx) The M.C. will encourage teachers to make cordial and intimate behaviour with the students.

Thus the present committee would act as effective team to achieve and ensure quality education for all. And for this, each M.C. will have a vision which would be the back bone of development as well as will have a mission/goals which is deduced form of vision.



As an effective team, M.C. will share vision and mission. They will have open communication with teachers and non teaching staff and with community. They must have mutual respect and trust . There may be conflict and that must be creative conflict. In order to achieve the goal, the M.C. will work out appropriate working methods. There will be continuous review and reflection. Mission is an important input to team building. M.C. would become focussed so that all members can move together. There should be equality and collegiality. There is danger in the concealment of information to members. The intellectual conflicts may lead to new ideas and new way of working methods. There should be culture "culture of agree to disagree" for solving all problems.

Thus from the discussion made in the foregoing paragraphs, it is evident that the managing would form effective leadership to ensure essential level of learning to all children of the catchment area and will evolve appropriate working methods where in (i) there would be access for all members, teaching and nonteaching staff to relevant information (ii) a time frame for every activity (iii) a sense of inter dependence (iv) a sense of mutual respect (v) specific responsibility (vi) Provision for maintenance of good records (vii) last and most important issue is periodic review of all activities and revised planning appropriate to meet the challenges.



## **USE OF TEACHING AIDS AND APPLIANCES IN CLASS TEACHING**

The goal of education is to make an all-round development of the child — all- round drawing out of the best in child and man — body, mind and spirit. A human being is a positive asset and a precious national resource which need to be cherished nurtured and developed with tenderness and care. The child as an individual has his/her needs, interests attitude and abilities which must be taken into consideration while transacting the curriculum at different levels in curriculum transaction the practice encouraging rote memorization should be replaced by a child - centered and activity - based process of learning. The teacher should as an organizer create a warm and encouraging learning situation and environment in the class and act as a facilitator and guide in the learning process of children, so that the learner is able to acquire the necessary skills, knowledge through observation & creative activity attitudes towards physical and mental health; and different human values. This means that the focus should be on developing the skills of "learning to learn", a shift in emphasis from the "teaching process" to "learning process".

But to facilitate understanding and adaptation of the children of different attitude abilities and knowledge in the teaching-learning situation, teacher cannot provide right kind of learning experience and knowledge to children only with the content analysis through text-books. It is very difficult for the teacher to teach some concepts and sub-concepts to meaningfully if the students with varying mental capabilities do not interact in the class-room. The learners feels interested only when he/she participates actively in the learning process. Depending on the learners need and considering their learning problems, improvisation and use of teaching aids and appliances is the most effective ways and means of fulfilling their educational needs and of considering their learning activities to be more planned meaningful relevant illustrious and effective.



## **Importance of Teaching Aids & Appliances**

Montessori laid stress on sense-training in his teaching method. The main theme of the principles of education is to sensitize the learning concepts. The better comprehension of difficult concepts with learning activities is possible only with the technique of verbal and concrete illustration. Teaching aids and appliances are generally used in teaching for illustration. Their importance may be stated in the following :

- (1) Aids are of great psychological importance in creating interest and drawing & concentrating attention of the learners to the learning concepts. Teaching becomes effective, comprehensive and fascinating.
- (2) It helps to make the abstract knowledge concrete.
- (3) It helps to stimulate curiosity and independent thinking and problem- solving skills among the learners.
- (4) It facilitates to acquire knowledge through observation and experiment of the phenomena.
- (5) It develops thinking and imaginative powers of the learners.
- (6) It helps to present the complex and complicated concept before the learners in an easier way through concretization of basic structure of the concept and coordination of different aspects of the concept.
- (7) It helps to correlate the different unit lessons as well as the different subjects taught in the class.
- (8) The use of aids is able to bring plasticity in the behavioural attitude of the learner. It helps learners in language development also by way of expressing their attitude and knowledge in different manners.
- (9) Lastly, teaching aids can make the oral presentation glow with new meaning and more universal understanding.

## **Difficulties in improvising Teaching Aids :**

- (1) Out of total schools in the country, about 75 percent schools are in the villages. The rural schools suffer badly for want of sufficient fund to be available in the neighbourhood to procure the equipment and teaching aids available commercially.
- (2) Grants from government and for this purpose is not adequate. Contingent money given to the school is very small which is utilized for the minimum basic requirements like chalk, duster, dusting, sweeping etc.
- (3) Teachers also lack the confidence to use ready-made aids in the class because they are not involved in the preparation process, optimum utilization of available aids is not made.
- (4) For want of rooms, there is also the question of maintaining aids without proper storage facilities in the school.
- (5) Teachers sometimes feel reluctant to use such basic aids like blackboard, maps etc. adequately for lack of facilities like black board paint, or a duster, or map-stick and worn-out conditions of the maps & charts.



- (6) Teachers feel hesitant to contact with the guardians, local artisans or craftsmen for their helps & cooperation in making teaching aids or appliances.
- (7) Teachers are also hesitant about entertaining questions from children with the fear that such questions from the inquisitive students regarding use and effects of such aids are at times difficult for them to answer.
- (8) Teachers feel that the present curriculum is heavily loaded. To complete the syllabus with the introduction and application of teaching aids, more time to teach more requires extra time beyond the allotted time. Accordingly, teaching aids, in the present educational system, have a very low priority, though these promote learning by actual participation.
- (9) Lastly, the administrative system of the educational management seldom encourages & motivates the use of such aids.

But to solve the learning problems faced by the children specially in rural areas, and to make their class room interaction meaningful, teachers have to find out ways and means of fulfilling their educational needs through improvisation of teaching aids. Learning activities in the learning process involve identification of difficult concepts, inventory of material locally available in the environment, preparation of aids for using, and conducting experiments and activities with the involvement of children, teachers and the community.

But it is important for teachers to know how to prepare the improvised aids with simple materials, costing very little by involving the children and the local artisans & talented persons. Our country has a rich art and craft tradition in an environment of natural surroundings such as trees, plants, rivers, ponds and sea. There are some inexpensive materials available locally, such as empty match stick boxes, fused electric bulbs, seeds, leaves of trees etc. Charts, models could also be prepared easily with little money creating enthusiasm among the students. In terms of their effectiveness efficacy and utility teaching aids may be evaluated and modified accordingly from time to time. The teacher is the key person in the entire process — i.e. initiative in procuring the material-giving an idea about the aid to be required for different difficult concepts & sub-concepts in teaching, — planning its preparation or collection — conducting the experiment or activity in a scientific way as per time-slot defined accordingly.

### **Lists of less costly and locally available Teaching Aids**

- (1) Match sticks & Match Box (2) Jute sticks (3) Broom sticks (4) Bicycle spokes (5) Tooth paste caps (6) Candle (7) Blades (8) Card board (9) Brush (10) Thread (11) Wooden platform (12) Rectangular cardboard piece (13) Sticks of colour paper (14) Beads (15) Fused electric bulb (16) Balloon (17) Coconut shell (18) Carbon rods (19) Wooden rod (20) Marble (21) Seeds (22) Small nail (23) A small weight (24) Bamboo pole (25) Ball (26) Glass-balls (27) Glass-bottle (28) Glass-tube (29) Square (30) Wooden piece (31) Leaves of the trees (32) Flowers (33) Seedlings and saplings with roots (34) Playing cards (35) Thick square papers (36) Cubic wooden piece (37) Transparent papers and colours (38) Pictures (39) Protector (40) Charts (41) Models (42) Toys (43) Maps



(44) Graph papers (45) Cut out (46) Flanel cards (47) Wire (48) Chalk (49) Duster (50) Black board (51) Radio (52) Slides (53) cassettes (54) Films (Children's & documentary) (55) Projector (56) Television (57) Diagrams & Posters (58) Newspaper cutting (59) Bulletins (60) Drawing books (61) Educational cartoons (62) Booklets etc.

### **Selection of teaching aids:**

Before using the teaching aids in the teaching-learning process, the teacher has to decide the context of lesson in which the aids are to be used. So, the teacher has to keep in mind the following points in regard to the selection of teaching aids:

1. The teacher has to consider the structural aspect of the aid i.e. to judge whether the concept will be concretised with the application of such teaching aid and whether there is any in correct and wrong information to the learners for the use of such aid.
2. The teacher has to adjudge the significance and educational value of the aid used in the context of the subject matter of the curriculum.
3. It is necessary to consider the age, experience and mental capabilities of the learners while using teaching aid in the teaching learning process. If the presentation of the concepts is out simplified and adaptable to the mental abilities of the children, the use of aid becomes meaningless.
4. In the selection of teaching aids, the environmental situation of the class room should be taken into consideration. It is not judicious to use teaching aids without considering the class room situations wisely and comprehensively.
5. The teacher should know the techniques of using the aid in the class. It should not be used if the ideal method of application is not known to the teacher.
6. The teacher should select such type of teaching aids which can activate the power of thinking and curiosity of the learners.
7. It is necessary to select such type of teaching aids which can help to establish teacher-pupil and pupil - pupil relation.
8. The cost effectiveness of the teaching aids should also be considered. Aids should be prepared with simple materials or purchased with little cost. Aids could be improvised and prepared easily with some inexpensive and waste materials available locally.
9. Considering the individuals difference among the students, their suitability and adequacy, the selection of teaching aids in class-room should be made to make the learning comprehensive and effective.
10. The selection of aids for the second time should be based on their utility and effectiveness.

### **Use of Teaching Aids:**

Teaching aids will not be effective if they are placed only before the students in the class room. They will be meaningful, fascinating and effective, if they are used properly in reference to the context. Accordingly, the teacher should follow some principles in their use. They are as follows:



1. It is necessary to have a prior planning and direction regarding use of teaching aids in the relevant part of the lesson plan to be imparted.
2. It is also necessary to have a prior thinking about the effective use of teaching aids keeping in view of the continuity and consistency of the level of progress of class-lessons.
3. The teacher should use those teaching aids which can help him to complete the class lesson within scheduled time frame. It is not wise to use more teaching aids which hamper the progress of class teaching.
4. The teacher should not remain silent while mechanical teaching aids are used. He/She should try to demonstrate the different activities with clarity and precision.
5. The teaching aids should be placed in the class in such a place or position that all the students are able to see or hear distinctly.
6. Teaching aids are used for teaching purpose — not for exhibition purpose. The teacher should not keep the teaching aid before the students constantly. It should be placed as & when necessity arises at the time of teaching, otherwise students' attention may shift from lesson to teaching aids.
7. In the preparation or collection of teaching aids useful for class-teaching, the teacher should involve students' active cooperation. As a result, the utility of using such aids is increased and students are enriched with working experience.
8. It is better not to use attractive teaching aids in the class room situation so that students' attention cannot be diverted or shifted from reading and learning concept.

### **Practical Examples:**

1. The concept of "Expansion of Metals on Heating" can be explained with the help of waste materials like bicycle spokes, used hacksaw blades, toothpaste caps, candle and match sticks.
2. The teacher can concretise the concepts of multiplication by placing the broom sticks horizontally and vertically and making cross-sections which can be counted.
3. Broomsticks can also be used to explain geometrical concepts like the angle, acute angle, right angle etc.
4. Concepts like triangle rectangular, square, perpendicular, polygons, histogram etc. can be explained with the help of match sticks, playing cards, jute sticks etc.
5. Concepts of addition Subtraction, Division could be explained with the help of bicycle spokes, glass ball, marbles, beads etc.
6. Newton's disc just needs some white cardboard, water colours, brush and thread.
7. The concept of " Expansion of Gases on Heating " can be concretised with a demonstration with the help of a fused electric bulb, a balloon. To the mouth of the bulb when heat is applied to the bulb, the balloon will burst.
8. To measure the height of the trees, houses, poles etc., a protractor an improvised cardboard, a wooden rod, thread, a small nail and a small weight can be used.
9. A magnifying glass for teaching science can be made easily by pouring water into a fused bulb.



10. A voltmeter for teaching "electrolysis of water" can be made by using a coconut shell and carbon rods from a used dry cell or battery.
11. The concept of 'combustion' and 'gas' etc. can be explained with the help of a candle and a cover. An experiment may be made in this matter.
12. The activities of stalk, leaves, flower, roots etc. & then different parts can be explained with the help of seedling and flowers.
13. Drawing habit can be developed with the help of many pictures and diagrams.
14. Radio, Television, Cassetts and magazines can be used as audio-visual aids on different topics of educational importance, geographical and historical importance, sports and games and their skills and techniques.

### **Conclusion:**

From the above, the importance of teaching aids in teaching-learning situations cannot be over estimated. It is a sort of senses training to the learners. Teachers should not think that it is the only medium of effective teaching. Teachers should not be slaves but master to the teaching aids & instructional technology. The main purpose of teaching is to collect and improvise good aids and to place before the learners to make learning effective comprehensive and fascinating. It should be always remembered that teaching aids have no teaching potentialities & capacities of their own. The more tools the teacher learns how to use and the more materials he gathers for his classes. The better chance he has of being able to make use of the right strategy or tactics for a particular teaching situation.



## **CODE OF PROFESSIONAL ETHICS FOR TEACHERS AND EDUCATIONAL EMPLOYEES**

**(Based on NCERT DOCUMENT)**

### **Introduction :**

It is universally felt that the status of teaching professional requires to be raised to ensure its dignity and integrity. Accordingly, it is considered necessary that there should be a Code of Ethics which may be evolved by the teaching community itself for its guidance.

There are five major areas of professional activities which encompass the work of a teacher. For each of these areas certain principles have been indentified to serve as guideline for teachers' conduct. These are preceded by a Preamble which provides a rationale for the principles identified.

### **Preamble :**

- ❑ Recognising that every child has a fundamental right to receive education of good quality ;
- ❑ Recognising that education should be directed to all round development of human personality ;
- ❑ Realising the need for developing faith in the guiding principles of our policy viz.



Recognising the need to promote through education, our rich cultural heritage, national consciousness, international understanding and world peace;

- Recognising that teachers, being part and parcel of the social milieu, share the needs and aspirations of the people ;
- Recognising the need to organise teaching as a profession for which expert knowledge, specialised skills and dedication are pre-requisites ;
- Realising that the community respect and support for the teaching community are dependent on the quality of teaching and teachers' proper attitudes towards teaching profession ; and
- Realising the need for self-direction and self-discipline among the members of the teaching community.

We, the teachers and educational employees of India resolve to adopt this Code of Professional Ethics.

### **Part - I**

Teacher and Educational Employee in Relation to Students

The teacher and educational employee shall

1. always be punctual in attending to his duties in the school ;
2. always teach the curriculum after making thorough preparation for the lessons to taught; treat all students with love and affection and be just and impartial to all irrespective of caste, sex, status, religion, language and place of birth ;
1. guide the students in their physical, intellectual, emotional and moral etc. development ;
2. take notice of the individual needs and differences among students in their socio cultural background and adapt his/her teaching accordingly ;
3. refrain from accepting remuneration for coaching or tutoring his/her own students except for remedial teaching under an approved scheme ;
4. refrain from divulging confidential information about students except to those who are legitimately entitled to it ;
5. refrain from inciting students against other students, teachers or administration ;
6. set a standard of dress, speech and behaviour worthy of example to the students ; and
7. respect basic human dignity of children while maintaining discipline in the school ;

### **Part - II**

Teacher and educational employee in Relation to Parents/Guardians

The teacher and educational employee shall

11. seek to establish cordial relations with parents/guardians ;
12. provide information regularly to parents regarding the attainments and shortfalls of their wards; and
13. refrain from doing anything which may undermine students' confidence in their parents or guardians.



### **Part - III**

#### **Teacher and Educational Employees in Relation to Society and the Nation**

The teacher and educational employees shall

14. strive to develop the educational institution as a community and human resource development centre providing knowledge and information and developing skills and attitudes needed for such development ;
15. strive to understand the social problems and take part in such activities as would be conducive to meet the challenges posed by the problems ;
16. refrain from taking part in activities having potential to spread feeling of hatred or enmity among different communities, religious or linguistic groups ;
17. work actively to strengthen national integration and spirit of togetherness and oneness;
18. respect Indian culture and develop positive attitudes towards it among students ; and
19. respect and be loyal to the school, community, state and nation.

### **Part - IV**

#### **Teacher and Educational Employee in Relation to Profession, Colleagues and other Professional Organisations**

##### ***A. Teacher and Educational Employee in Relation to Colleagues and Profession***

The teacher and educational employee shall

11. treat other members of the profession in the same manner as he/she himself/herself wishes to be treated ;
12. refrain from lodging unsubstantiated allegations against colleagues or higher authorities ;
13. participate in programmes of professional growth like in service education and training, seminars, symposia, workshops, conferences, self study etc.
14. avoid making derogatory statements about colleagues especially in the presence of pupils, other teacher, officials or parents ;
15. cooperate with the head of the institution and colleagues in and outside the institution in both curricular and co-curricular activities ; and
16. accept as a professional the individual responsibility of reporting to the concerned authorities in an appropriate manner all matters that are considered to be prejudicial to the interest of the students and the development of the institution.

##### ***B. Teacher and Educational Employee in Relation to Professional Organisation***

The teacher and educational employee shall

17. take membership of one of the professional organisations on the basis of principles and ideals treating it as a professional responsibility ;
18. participate, as a matter of right, in the formulation of policies and programmes of professional organisations and contribute to their strength, unity and solidarity ; and
19. always function within the framework of the Constitution of the organisation concerned.



## **Part - IV**

Teacher and Educational Employee in Relation to Management/Administration

The teacher and educational employee shall

20. recognise the management as the prime source of her/his sustainable development ; and
21. develop the concept of mutual respect and trust through her/his professional activities and outputs.

### **Observance of the Code**

A true professional organisation regulates admission of its members, exerts control over them and fights against all odds to promote their welfare. It, thus represents unified voice of its members. The professional organisations of teachers and educational employees should take upon themselves the moral responsibility to safeguard all clauses of this Code by ensuring their observance by the teachers and educational community. They should accept the responsibility to evolve a suitable mechanism for its enforcement.



### **MASS EDUCATION MOVE : AREA -ORIENTED ADVERSITY**

**(Steps To Solution)**

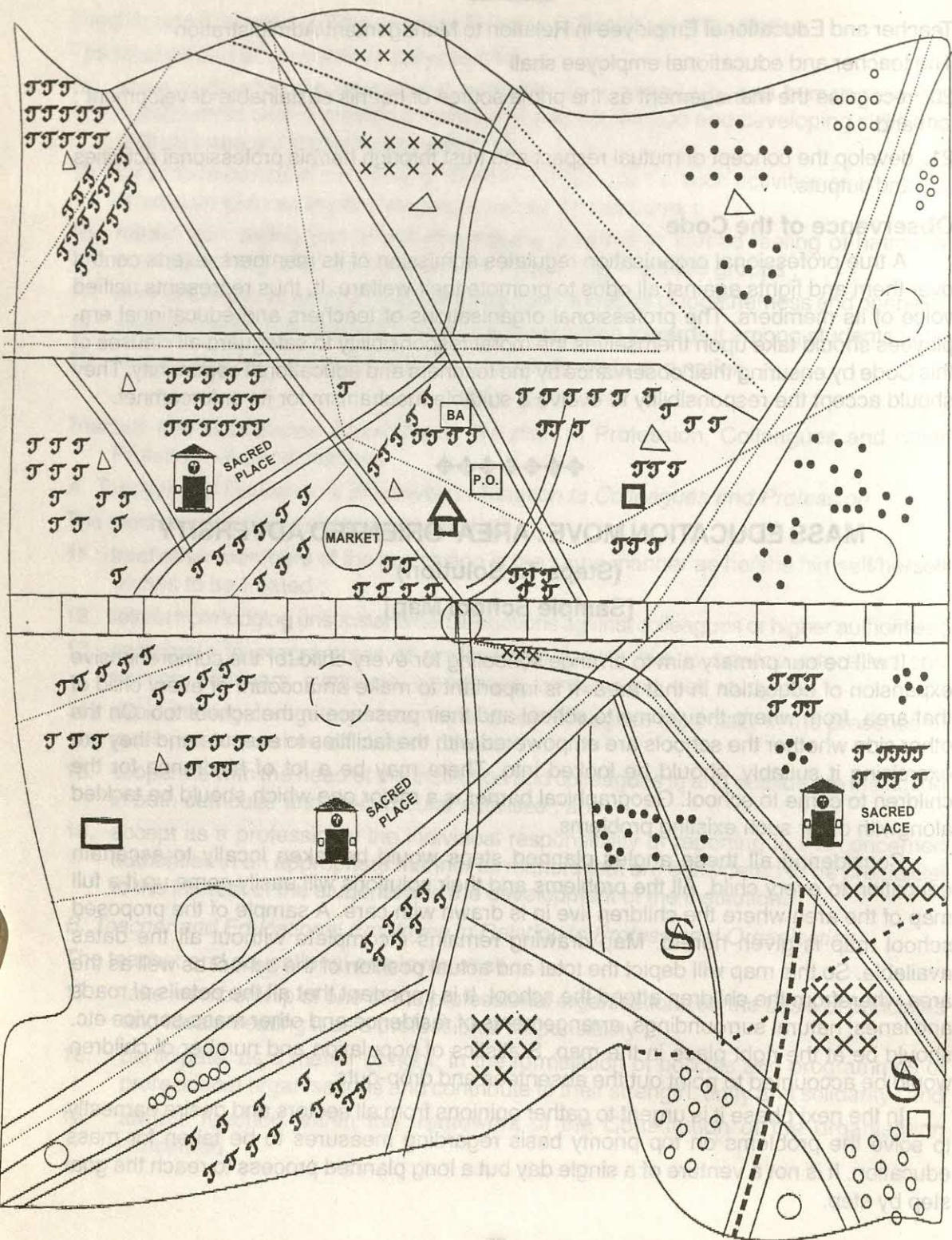
**[Sample School Map]**

It will be our primary aim to arrange schooling for every child for the comprehensive expansion of education in that area. It is important to make an account of every child of that area, from where they come to school and their presence in the school too. On the other side whether the schools are empowered with the facilities to execute and they are exercising it suitably, should be looked into. There may be a lot of hindrance for the children to come to school. Geographical barrier is a major one which should be tackled alongwith other such existing problems.































Considering all these angles planned steps would be taken locally to ascertain education to every child. All the problems and their solutions will easily come up if a full map of the area where the children live in is drawn with care. A sample of the proposed school map is given hereto. Map drawing remains incomplete without all the datas available. So this map will depict the total and actual position of the school as well as the area wherefrom the children attend the school. It is important that all the details of roads and lanes, natural surroundings, arrangements of residence and other mass-service etc. should be at the right place in the map. Statistics of population and number of children would be accounted to point out the absentees and drop-outs.

In the next phase it is urgent to gather opinions from all sectors and desire earnestly to solve the problems on top priority basis regarding measures to be taken for mass education. It is not a venture of a single day but a long planned process to reach the goal step by step.







| An Index  |                                    | Date -   | Number of Children of the age group (9 - 14 yrs) |
|---|------------------------------------|--|--|
|  →   | Common residence                   | Population -   | 21000 2520                                       |
|  →   | Scheduled Tribes                   | Scheduled Caste -  | 6000 720   |
|  →   | Scheduled Caste                    | Scheduled Tribe -  | 2000 240   |
|  →   | Minority                           | Minority -   | 8000 960   |
|  →   | Primary School                     | Number of Children of the Age Group=(9 - 14 yrs)             | 2520   |
|  →   | Higher Primary or Secondary School | Number of Students in Madhyamik School                       | 2100   |
|  →   | Child Education Centre             | Male Students -  | 1300   |
|  →   | Sacred Place                       | Female Students -  | 800  |
|  →   | Bank                               | Scheduled Tribe - Male :                                     | 80   |
|  →   | Post Office                        | Female :   | 20   |
|  →   | Market or Village Hat              | Scheduled Caste - Male                                       | 250  |
|  →   | Ditch or River                     | Female   | 112  |
|  →   | Small Ditch                        | Minority - Male  | 412  |
|  →   | Railway Line                       | Female   | 152  |
|  →   | Cremation Ground                   | School -Male Teacher/ Female Teacher                         |  |
|  →   | Burial Ground                      | Class Room   |  |
|  →   | Road                               | Latrin/ Toilet   |  |
|  →   | Locality/ Village Boundary         | Drinking Water   |  |
|  → |                                    | Library  |  |
|  → |                                    | Play Ground  |  |
|  → |                                    | How many children are yet out of school?                     |  |
|  → |                                    | How many children are drop-outs ?                            |  |
|  → |                                    | After V - After VI   |  |
|  → |                                    | After VII - After VIII                                       |  |
|  → |                                    | What are the problems ?                                      |  |
|  → |                                    | How can these be solved ?                                    |  |
|  → |                                    | What are the natural hindrances ?                            |  |
|  → |                                    | Where the Secondary Education Centres would be opened ?      |  |
|  → |                                    | What more to be done ? Road-repair, Bridge Construction etc. |  |
|  → |                                    | How mass education is to be ascertained ?                    |  |



## COMPREHENSIVE ANNUAL CALENDAR - AN EFFECTIVE TOOL

A comprehensive education planning has several distinct stages. First of all aims and objectives of education is determined, there after curriculum is framed for different stages (i.e. primary, secondary etc). Next stage is syllabus framing in detail for all the subjects. Last of all comes educational activity which consists in teaching-learning and evaluation. Through educational activity inside and outside the class room the learner is exposed to the contents of the syllabus. It is by continuous evaluation that the authority ascertains the quantum of achievement in the field of change of behaviour-- how much of the target has been achieved and how much remains to be achieved. This needs a concrete planning. Educational activity based on spontaneity and carried on in a haphazard manner can expect very little success.

To avoid this element of spontaneity and chance factor there is need for a comprehensive Annual Calendar. This has three important aspects. Firstly all the subjects of studies, both curricular and co-curricular, of all the class units are to be judiciously distributed over the days and periods to be available during the academic year and class-room interaction and continuous evaluation are to be carried on following that calendar. Secondly, every lesson unit [the entire syllabus of each subject is to be divided into a numbers of unit] is to be spelt over according to learning competency involved and class-room interaction is to continue on learner-centred basis. A unit test after each unit and remedial lesson for those who lag behind. This might be the way to success.

The first aspect is the point under discussion here. While making a comprehensive annual calendar two things are to be taken into account. Firstly effective teaching-learning time, in terms of number of periods, must be calculated on the one hand and the total classload [taking together the entire educational activity of all the class units] is to be ascertained on the other. An ideal calendar harmonizes the two. Care should be taken in framing the C.A.C. [Comprehensive Annual Calendar] that the effective teaching-learning day in the academic year does not fall below two hundred days since this is indispensable with a view to achieving the expected level of competency. It is to be kept in mind that various factors not at all related to educational activity exert influence such that number of effective instructional hour be cut short and a holiday mood prevails. This curtailment of instructional hour lies at the root of many problems of the educational scenario. Hence challenging this should be the stepping stone of educational planning. Let us take stock of the planning parameters:

(A) Factors governing number of effective teaching - learning time:

(a) Commencement of academic year. It commences on and from first May every year. Effective teaching-learning to start from that time.

(b) Ascertaining the total no. of days when teaching-learning remains suspended. Internal periodic examination (half-yearly and annual), public examinations like M.P. / H.S. compel to suspend instructional hours. Quantum of these to be reckoned. A fairly large number of factors are active to cut short valuable instructional hour. School examination must complete within stipulated period of time and instructional hour to be suspended on the days of public exams. only.



- (c) Total number of Sundays and holidays to be worked out.
- (d) Regional or local realities and calamities [flood, election, urgent activities, important local events etc.] that hamper academic activities to be accounted for.
- The sum total of syllabi and educational activities: The factors to be taken into account are:
- The entire syllabus of a subject of a particular class: say, the history syllabus of class six;
  - Detailed spelt out analysis of it and the guidelines of the Board if any;
  - Leaving out extra/additional sections, parts of the book added in the post-approval period.

Taking into account all these parameters of planning.

A lay out of the C.A.C. can be made as follows :

| Period of time         | Total days | Holidays  | Co-curricular activities / EXAM.                             | No of Days available for teaching- learning and TEST |
|------------------------|------------|---|--|--|
| First May to 31 August | 123 Days   | 1) Sunday - 17<br>2) Other holidays- 34<br>a) Summer -24<br>b) Other -10<br>Total Holidays - 51 | Co-Curricular - 5 days                                       | 67 Days  |
| September- December    | 122 Days   | 1) Sundays - 18<br>2) Puja days - 10<br>3) Other Holidays 8<br>Total 36                         | Half yearly<br>Examination - 14 Days                         | 72 Days  |
| January to April       | 120 Days   | 1) Sundays - 17<br>2) Other holidays- 13<br>Total 30  | Annual Ex. -12 days<br>Public Ex -10 Days<br>Others - 7 days | 61 Days  |
| Total                  | 365 Days   | Sunday - 52<br>Holiday - 65<br>117-Days   | 48-Days  | 200-Days   |

Avenues to be explored how number of working days can be enhanced. Public examination is not held in all schools. Those schools [At least 8000 in West Bengal] can have increased working days in respect of teaching-learning. Situation is, however, difficult where [in few schools] two public examinations can not be averted. Alternative arrangement is to be found out. Continuous striving and a positive outlook can bring about a change.



Sorry state of affairs is that number of effective teaching- learning days has been brought down [there are exceptions no doubt ] to the level of 120 days a year. Various negative considerations counted with a few positive constraints have contributed to that. A direct outcome of this doldrum is learners can not reap the harvest from the education system, the school system and helplessly have to turn to parallel system which is but an offshoot of the main system, deliberately built up. Schools can no longer play the role it is ordained to play. Naturally guardians are over enthusiastic for 'purchasing' additional learning. A silly craze is gaining momentum. People belonging to lower income group, around poverty line do not hesitate to defray soaring expenses foregoing the major portion of hard-earned money.

This increasing urge for education on the part of the general public be given due honour by the heads of schools by making comprehensive annual calendar and ensuring sensitive administration in respect of student- service from the very first day of the academic session. At the same time practice of maintaining log- book of lessons imparted in the class units be followed strictly that backlog can be detected and corrective measures can be taken.

### SAMPLE ANNUAL CALENDAR

#### FIRST TERM CALENDER

- 1- Date of admission / first day after promotion ; .....
- 2- Date of commencement of class teaching ; .....
- 3- Date(s) of weekly examinations / unit tests ; .....

(Separately for separate subjects)

Unit tests on three subjects on three days in a week. Two consecutive periods to be ear - marked for test on each subject. On the remaining 33 periods [39 periods in a week - 6 for test] teaching -learning on subjects will continue.

| Date              | Period     | Subjects              |
|-------------------|------------|-----------------------|
| <u>22.06.2004</u> | 3rd to 4th | <u>VI</u> Bengali     |
| <u>23.06.2004</u> | 6th to 7th | <u>IX</u> Mathematics |
| <u>25.06.2004</u> | 1st to 2nd | <u>VIII</u> History   |

Weekly / unit test schedule (format) for the week from 21.06 (monday) to 26.06 (Saturday) .

4. Date(s) for co-curricular activities;

8th March - Rabindranath's birth day

15th Aug. - Independence day

15th July - Aranya Saptaha [afforestation week ]

27th Feb - Raman Effect Day - National Service Day

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# 5. Remedial lessons ; part of schedule - 3

| Date            | Period                     | Subject               |
|-----------------|----------------------------|-----------------------|
| i) 26.06.2004   | 0 [10a.m. to 10.40 ]       | <u>VI</u> Bengali     |
| ii) 26.06.2004  | 5th [1.45p.m to 2.25 p.m.] | <u>IX</u> Mathematics |
| iii) 29.06.2004 | 0 [10a.m. to 10.40 ]       | <u>VIII</u> History   |

Corresponding to schedule shown at 3 above.

Examined answer - scripts to be returned to students and remedial lessons to continue in group(s) / pair as per need.

6. Programme date(s) for half yearly exam/1st terminal examination:

12.09.....to 25.09.....[12 days + 2 Sundays]

7. Date of commencement of classes [2nd term]:.....

8. Date of publication of result of first terminal exm;.....

N.B. Teaching -learning to continue on this day also.

\*\* Calendar for 2nd and 3rd term: as first term

Tagging of time schedule and subjects to be taught - learnt.

Subjects: English /Math/.....Branch of the discipline: Grammar/Arithmetic .....  
Class:IX/ VIII.....

| Unit (s)   | Description of sub -unit (s)  | Period for teaching- learning unit + test | Total period(s) | Remark  |
|------------|---|---|-----------------|---|
| Ratio (ix) | a) concept, identification of sign, antecedent, consequent, equality irrespective of unit.        | 2   | 8               | Idea of ratio is presents next comes proportion |
|            | b) Similarity between ratio and fraction, inverse/mixed ratio, ratio between terms more than two. | 2   |                 |   |
|            | c) i) Solutions of related problems -----   | 2   |                 |   |
|            | ii) Unit test-----  | 1   |                 |   |
|            | iii) Remedial lesson.....   | 1   |                 |   |





## SAMPLE TIME-TABLE: DAY, WEEK, SESSION WISE

Initiative has been taken through the project of ELEMENTARY EDUCATION FOR ALL being implemented in formal as well as non-formal education system. Successful implementation of it at the school stage demands on the one hand a comprehensive annual calendar in incorporating all the educational activities and a well-planned Time-table on the other. Time-table is the heart process of school-organism. Human heart pumps fresh blood in the body cells to keep them active. Likewise planned educational endeavours and initiatives are transmitted to the class units to make school education programme effective. Annual calendar reveals [WBBSE Circular also has been issued to the said effect] that number of effective teaching-learning days (as distinct from working day) in an academic year must not fall below 200. A sample plan of teaching-learning different subjects on those days [daily, weekly and sessional basis] may be of the following type:

Daily available time: 11am to 4 pm [30 minutes interval] --->

[For class VII - XII] 4hour 30 minutes = 270 minutes [Excepting assembly, '0' hour, 8th period]

Time available per week: 4 and half hours X 5 = 22 hours 30 minutes [Monday to Friday]  
 + 2 hours 40 minutes [Saturday]  
 25 hours 10 minutes = 1510 minutes

For class VI : (Including 7th period) ---> 1335 minutes [1510 - (35 X 5)]

V : (Including 7th + 6th period) ---> 1135 - [35 X 5] = 1160 Minutes.

### Period wise allocation of available time (in minutes)

Duration of each period :

1st to 5th period @ 40 minutes = 200 minutes

6th to 7th period @ 35 minutes = 70 minutes

Weekly allocation of periods : ( for class V )

Mon to Fri : 5 X 5 = 25 periods

Sat : + 4 periods  
 29 periods

| 1st<br>Language<br>Bengali | 2nd<br>Language<br>English | Math                     | History / Geography /Science<br>(3 periods each) | Drawing /<br>Games      |
|----------------------------|----------------------------|--------------------------|--|-------------------------|
| 6 Periods 240<br>Minutes   | 6 Periods 240<br>Minutes   | 6 Periods 240<br>Minutes | 9 Periods 360<br>Minutes                         | 2 Periods 80<br>Minutes |

Total : 1160 minutes per week (Six day)

N.B : Units test in 12 period every month. Those periods are included in the total allotment for the subject in the month:



### For class - VI

Total available time :1335 minutes :29 period X 40 minutes --->1160 minutes  
5 period X 35 minutes ---> 175 minutes

1335 Minutes

| 1st language<br>Bengali | 2nd language<br>English | Math      | History + Geo + L.Sc.<br>@ 4 period | Work<br>Education/<br>Physical<br>education | Drawing /<br>Games |
|-------------------------|-------------------------|-----------|-------------------------------------|---|--------------------|
| 7 periods               | 6 periods               | 6 periods | 12 periods                          | 2 periods                                   | 1 period           |

Total: 34 periods

N.B : Unit test on six subjects will be held in the month in 12 periods. Those periods will be included in the total allotment for the subject in the month, e.g. Bengali has been allotted 28 periods in a month, teaching-learning in 26 periods, test in two periods. Subject wise allocation of time : For VII to VIII ( Per Week).

Total available time :1510 minutes

29 periods X 40 Minutes ---> 1160 minutes

10 periods X 35 minutes ---> 350 minutes

1510 minutes

| 1st language<br>Bengali | 2nd language<br>English | 3rd language | Physical science | Life science | Mathematics | History-4<br>Geography-3 | Work -<br>Education<br>+<br>Physical<br>Education |
|-------------------------|-------------------------|--------------|------------------|--------------|-------------|--------------------------|---|
| 8 period                | 7 period                | 3 period     | 3 period         | 3 period     | 6 period    | 7 period                 | 2 period  |

Total : 39 periods

N.B. Unit test on eight subjects in sixteen periods. This periods are included in the total available periods, e.g. 28 periods are allotted for English in a month - two periods for unit test and 26 periods for teaching - learning.

### Subject wise allocation of time ( per week ) : IX - X

**Total time : 1510 minutes**

| 1st language<br>Bengali | 2nd language<br>English | Math      | Physical science | Life science | History + Geography<br>(4 each) | Additional |
|-------------------------|-------------------------|-----------|------------------|--------------|---------------------------------|------------|
| 8- period               | 7- period               | 7- period | 3-period         | 4- period    | 8- period                       | 2- period  |

Total : 39 periods



N.B. Unit test on seven subjects in 14 periods to be earmarked out of the total allotment for the sub, e.g. 28 periods are allotted for English in a month -2 for unit test, 26 for classroom interaction. Subject wise allocation of time in a week: XI - XII

| Total Available Time : 1510 Minutes |                     |  |                    |
|-------------------------------------|---------------------|--|--------------------|
| Group A<br>Language                 | Group B<br>Language | 4 Elective Subjects<br>(Wlth-pratical) | Work<br>experience |
| 7 Periods                           | 7 Periods           | 24 Periods                             | 1 Period           |

Total 39 Periods

N.B. Periods to be allocated from 1st to 7th considering difficulty level of the subjects and also the fatigue value of the learners. This is applicable in the class from V to XII

\*\*\*\*\*

Subject wise and class wise allocation of total available time in a year. [30 weeks appx.]

### Time expressed in hours

|               | 1st<br>Lang<br>Beng | 2nd<br>Lang<br>Eng | Math           | Hist          | Geog          | Social<br>Science/<br>Life<br>Science | Physical<br>Science | 3rd<br>Lang | Addi-<br>tional | Work.<br>Edu<br>Phy.<br>Edu | Drawing     |
|---------------|---------------------|--------------------|----------------|---------------|---------------|---------------------------------------|---------------------|-------------|-----------------|-----------------------------|-------------|
| V             | 120<br>Hours        | 120<br>Hours       | 120<br>Hours   | 60<br>Hours   | 60<br>Hours   | 60<br>Hours                           | X                   | X           | X               | X                           | 40<br>hours |
| VI            | 137.5<br>Hours      | 120<br>Hours       | 120<br>Hours   | 77.5<br>Hours | 77.5<br>Hours | 77.5<br>Hours                         | X                   | X           | X               | X                           | 40<br>hours |
| VII -<br>VIII | 155<br>Hours        | 137.5<br>Hours     | 120<br>Hours   | 77.5<br>Hours | 60<br>Hours   | 60<br>Hours                           | 60<br>Hours         | 60<br>Hours | X               | 40<br>hours                 | —           |
| IX -<br>X     | 155<br>Hours        | 137.5<br>Hours     | 137.5<br>Hours | 77.5<br>Hours | 77.5<br>Hours | 60<br>Hours                           | 60<br>Hours         | —           | 40<br>hours     |                             |             |

N.B. Hours calculated on 60 minutes = 1 hour basis - not on the basis of one period = 1 hour.

\*\*\*\* Available time will be less in Classes X and XII - in porportion to detachments of students from school.

\*\*\*\* Co- curricular activities have been separately accounted for in C.A.C. Time table will follow those dates.





## ANNUAL ADMINISTRATIVE CALENDAR OF HEAD OF INSTITUTIONS

The specimen comprehensive Administrative Annual Calendar (CAAC) supplied below will serve as a guiding entity for the Head of Institutions and simultaneously it will help effecting coordination between the institution and other agencies. This CAAC has to be prepared within April for the next academic session.

Due weightage should be affixed in respect of routine works with different authorities—West Bengal Board Of Secondary Education, West Bengal Council of Higher Secondary Education, Director of School Education, District/Sub-district Inspectorate of Schools, School Service Commission and Welfare Deptt., State Council of Educational Research and Training, SSA authorities etc.

In the CAAC latest modifications are to be incorporated. For having a most effective CAAC the Secretaries of the Managing Committee, Staff Council, Academic Council should be invited. The CAAC thus prepared should have berth in the Staff room, Office room and Headmistress/Headmaster's room for display.

| Month       | Activities  | Details of Activities  |
|-------------|---|--|
| <b>MAY</b>  | (1) Collection of Admission Fees                              | (1) Name of Mother/Father/Guardian.<br>Name of Pupils and her/his Date of Birth. |
|             | (2) Arrear Collection, Results, if any                        | (2) Arrear Collection, Results within 5th May                                    |
|             | (3) Salary disbursement and completion of allied works.       | (3) 12 day - 25 day of the Month   |
|             | (4) Disbursement of SC/ST Grants                              | (4) To start from 3rd week of May  |
|             | (5) Cash book works   | (5) Friday/Saturday of each week   |
|             | (6) Entry of promoted students in Attendance Register         | (6) _____  |
|             | (7) Income Tax related works                                  | (7) _____  |
|             | (8) H.S. Practical Exams                                      | (8) As per time frame of WBCHSE  |
| <b>JUNE</b> | (1) Admission and Collection of Fees                          | (1) As done in May   |
|             | (2) Results of Secondary Exam (Madhyamic)                     | (2) Recording of Marks and other relevant information                            |
|             | (3) Preparation of work chart in terms of guidelines of WBBSE | (3) Display of the prepared chart on Notice Board                                |
|             | (4) Salary disbursement                                       | (4) As done in May   |
|             | (5) SC/ST Grant   | (5) Completion of disbursement   |
|             | (6) Admission in HS Section                                   | (6) Issue of Admission Forms, fixation of Admission time                         |
|             | (7) Cash book works   | (7) As In May  |



| Month                | Activities   | Details of Activities   |
|----------------------|--|---|
| <b><u>JULY</u></b>   | (1) Admission in HS Section                                  | (1) As done in Serial No. (6) of June.  |
|                      | (2) Salary disbursement                                      | (2) As done in previous month   |
|                      | (3) Results of HS Exam                                       | (3) As done in case of Madhyamic Results  |
|                      | (4) Future plannings in terms of guidelines of HS Council    | (4) Display on Notice Board   |
|                      | (5) Cash book works  | (5) As done in previous month   |
| <b><u>AUGUST</u></b> | (1) Registration of the pupils of IX                         | (1) Age related orders of WBBSE to be followed. Correct recording of the name of pupil & mother / father  |
|                      | (2) Salary disbursement                                      | (2) As done in previous month   |
|                      | (3) Preparation of Question papers or Half-yearly Evaluation | (3) Moderation of manuscripts of evaluation papers  |
|                      | (4) Cash book works  | (4) As done in previous months  |
|                      | (5) Grant-in-Aid works                                       | (5) Accurate filling up of G.A. Forms and timely submission   |
|                      | (6) Guardians' Meeting                                       | (6) Classwise on Saturday and Sunday  |
| <b><u>SEPT</u></b>   | (1) Salary & Bonus disbursement works                        | (1) As done in previous month. In case of Bonus, records of previous year should be sent to competent authority   |
|                      | (2) Holding of Half Yearly Evaluation                        | (2) Oral and Written Examinations, division of duties of the teachers including examination and submission within fixed time frame. Examinations to be taken within 12 days |
|                      | (3) Submission of application for SC/ST Grant                | (3) During Half Yearly Evaluation, Signatures of concerned SC/ST students have to be taken in "Application Form"  |
|                      | (4) Works related to SC/ST grants of HS. Students            | (4) Completion of obligatory works of school in respect of SC/ ST Grant   |
|                      | (5) Cash Book related works                                  | (5) As done in previous month   |
|                      | (6) Half yearly Examination of XI class                      | (6) As per norms of other classes   |



| Month             | Activities  | Details of Activities   |
|-------------------|---|---|
| <b><u>OCT</u></b> | (1) Works of Half yearly Examination  | (1) As done in September.   |
|                   | (2) Works related to salary disbursement  | (2) As done in September  |
|                   | (3) Application to competent authorities for 'Test' of M.P. and H.S. Students for having question papers. | (3) Details of nos, medium of language, Additional subject must be intimated to competent authority                                     |
|                   | (4) Cash book related works   | (4) As done in previous month/s   |
| <b><u>NOV</u></b> | (1) Receiving Answer scripts of Half yearly Examination and of the same of Class XI                       | (1) Receiving of Answer scripts in accordance with the "Time frame" and making arrangements for showing those to students and guardians |
|                   | (2) Salary disbursement works   | (2) As done in previous month/s   |
|                   | (3) Holding of M.P. and H.S. 'Test's  | (3) Collection of Evaluation papers and verification, maintaining secrecy   |
|                   | (4) Submission of SC/ST application for grant   | (4) Completion works related to application forms and submission of utilization papers to concerned dept.                               |
|                   | (5) Registration of class XI students   | (5) Checkup of application papers proper filling up of Data   |
|                   | (6) Publication of Half yearly results  | (6) As done previously.   |
|                   | (7) Guardians' Meeting  | (7) As done previously  |
|                   | (8) Cash book works   | (8) As done previously  |
| <b><u>DEC</u></b> | (1) Holding of M.P. and H.S. Tests  | (1) As done previously  |
|                   | (2) Disbursement of salary  | (2) As done previously  |
|                   | (3) Publication of results of Tests, Filling up of Forms and submission                                   | (3) Distribution of Answer scripts<br>Check up of filled up Forms   |
|                   | (4) Cash Book works   | (4) As done previously  |
| <b><u>JAN</u></b> | (1) Salary disbursement   | (1) Like previous month   |
|                   | (2) Annual Sports and Games   | (2) Ensuring of complete participation and distribution of responsibilities to students   |
|                   | (3) Cash book works   | (3) As done in previous month   |



| Month        | Activities  | Details of Activities   |
|--------------|---|---|
| <b>FEB</b>   | (1) Preparation of Question papers for Annual Examination | (1) Question paper setting and moderation of Questions  |
|              | (2) Salary disbursement                                   | (2) Like previous month   |
|              | (3) Conduct of M.P. (Secondary Examination)               | (3) Distribution of duties as per guidelines of WBBSE   |
|              | (4) Cash Book related works                               | (4) On Friday/Saturday  |
|              | (5) Guardians' meeting                                    | (5) Classwise Saturday and Sunday   |
| <b>MARCH</b> | (1) Annual Examination                                    | (1) Division of responsibilities in respect of holding Examination  |
|              | (2) Salary disbursement                                   | (2) As done in preceding months   |
|              | (3) Collection of SC/ST grant                             | (3) Collection of SC/ST grants from concerned Dept.   |
|              | (4) Cash Book related works                               | (4) Friday/Saturday   |
|              | (5) P.F. related works                                    | (5) Filling up of Form No.10 and submission of the same to concerned Dept.  |
| <b>APRIL</b> | (1) Salary disbursement works                             | (1) As done in previous month   |
|              | (2) Preparation of Book List for the next session         | (2) Proper selection of Books. No change of Books within three academic years. Subject teachers should be given priority while selecting Books. |
|              | (3) Service Book related works                            | (3) Pay and Leave should be recorded in the Service Book(s)   |
|              | (4) Preparation of Holiday List                           | (4) In terms of the notification of WBBSE   |
|              | (5) Preparation of Academic Calendar for the next session | (5) Involving all teachers of the school  |
|              | (6) Works related to Leave Register                       | (6) All leaves must be recorded in the Leave Register — excepting Casual Leave  |
|              | (7) Publication of Results of Annual Examinations         | (7) Preparation of mark sheets perfectly and sending of the same to guardians along with Booklist, Holiday list and guiding role of the school  |
|              | (8) Annual Curricular Calendar                            | (8) Planning for subject wise teaching-learning and planning for unit, periodical and summative evaluation                                      |



## From May to April

- (1) Audit related works
  - (2) Preparation of pension papers of staff to retire within a year and three months
  - (3) Works related to P.F. Loan
  - (4) Works related to constitution/reconstitution of Managing Committee
  - (5) Recognition/Renewal of Recognition of H.S. Section of the school
  - (6) Preparation of works relating to filling up the posts of teaching and non teaching staff
- N.B. ★ In case of meeting of guardians on Saturday, the said meeting must be after 2p.m.  
 ★ At least six meetings of the Managing Committee are to be held in a year.  
 ★ Above programmes to be conducted after school hours.



## PROGRAMME FOR HOLDING ELECTION OF MEMBERS OF THE MANAGING COMMITTEE

### SPECIMEN OF ELECTION PROGRAMME

#### FORM - 1 (MC)

|   |                          |   |
|---|--------------------------|---|
| 1. Date and time of publication of the Provisional Voters' List (At Least 30 days before the day of election)   | 16.07.2003<br>(Thursday) | In between 11 a.m. to 2 p.m.                                    |
| 2. Submission of claim to and objections against inclusion of any name(s)<br>(Within 8 days from the date of publication of Provisional Voters' List) | 23.07.2003<br>(Thursday) | In between 11 a.m. to 2 p.m.                                    |
| 3. Publication of the Final Voters' List<br>(At least 15 days before the day of election)   | 02.08.2003<br>(Saturday) | In between 11 a.m. to 2 p.m.                                    |
| 4. Submission of Nomination paper(s)<br>(At least 7 days before the day of election)  | 09.08.2003<br>(Saturday) | In between 11 a.m. to 2 p.m.                                    |
| 5. Scrutiny of Nomination paper(s) and declaration of the name(s) of valid candidate(s)   | 11.08.2003<br>(Monday)   | At 2 p.m.   |
| 6. Withdrawal of Nomination paper(s)<br>(Within 24 hours from the Scrutiny of Nomination paper(s))  | 12.08.2003<br>(Tuesday)  | In between 11 a.m. to 2 p.m.                                    |
| 7. Holiday of Election  | 17.08.2003<br>(Sunday)   | From 9 a.m. to 12 noon and if necessary, from 01 p.m. to 4 p.m. |

★ (1-6) should be working days

★★ 7 should be a holiday

Nomination paper(s) should be withdrawn within 24 hours from the Scrutiny of the same. The extension of time limit cannot be done under any circumstances



**Salient points of PAY FIXATION in terms of G.O. & .  
ROPAS published from time to time for the staff of non-  
Govt. aided recognised Secondary Institution**

**Pay Scale Revision  
1961 (from 1.4.61)**

Fixation on 1.4.61 or on the date of option (G.O. No. 854.Edn dt. 3.3.62).

Existing pay means existing Basic Pay.

Teachers → Existing pay+Rs. 17.50+17.50= Total

Clerks → Existing pay + Rs. 20.00 = Total

Group D→ Existing pay + Rs. 10.00 = Total

Pay to be fixed in the respective revised scale at the next higher stage of the total. If total is less than the initial of the scale, pay to be fixed at the initial.

D.E.L.T. : Teachers will get 2 (two) addl. increments from the date of resuming their duties in the institutions. Normal dates of increments will remain unaffected for this benefit.

Distinction holders will start at the third stage.

Distinction marks — a) 50% for two year degree course.

b) i) 50% in part I & II separately for 3 year degree course.

ii) For 3 year degree course 50% of the combined Parts I & II is allowed vide Memo No. 324-SE(B)/IM-G/2000 dt. 22.5.2002.

Second class Master-degree holder will start at the third stage but those who have already crossed the third stage will not get this benefit. Next increment will be allowed on completion of one year's service from the date of option in any case.

**1966 (from 1.4.66)**

Fixation of pay on 1.4.66 or on the date of option [G.O. No. 879 Edn(S) dt. 5.9.66 and No. 1332-Edn(S) dt. 24.12.66].

Existing pay means existing Basic Pay.

Teachers & Group D Staff → Pay to be fixed in revised scale at the stage next above the existing pay.

Clerks → Existing pay + D.A. of Rs. 15.00 = Total pay to be fixed at the stage next above the total. If the total is less than the initial of the revised scale, pay to be fixed at the initial.

Option to be exercised within one year from the date of issue of the order.

Distinction holders as per provision of 1961 pay revision.

Master degree (2nd class) holders will start at the third stage.



Teachers who passed the B.Com. Exam. and were appointed upto 24.12.66 will be treated as Hons. Graduate.

Existing untrained teachers above 40 years of age with 5 years teaching experience or 40 years of age or below with 10 years teaching experience on 1.4.66 will be treated as trained teachers and they will get first increment w.e.f. 1.4.67. but no financial benefit before 1.4.74.

Next increment will be allowed on completion of one year of service from the date of option in any case.

### **1970 (from 1.4.70)**

Fixation of pay from 1.4.70 or on the date of option (G.O. No. 666 F dt. 1.3.71).

Existing pay means existing Basic Pay.

Teachers → a) Existing pay above Rs. 500.00

Existing pay + Rs. 90.00 = Total

b) Existing pay upto Rs. 500.00

Existing pay + Rs. 90.00 + Rs. 6.00 = Total

Pay to be fixed on 1.4.70. Or on the date of option at the stage next above the total.

Clerks & Group D Staff → upto Rs. 500, Existing pay + Rs. 67.50 + 6.00 = Total.

Pay to be fixed on 1.4.70 or on the date of option at the stage next above the total.

Option will be exercised within 60 days of the issue of the order.

In case of a person who is on leave, option shall be exercised not later than 60 days from the date of his return from leave.

Distinction holders → as per provision of earlier pay revision.

Existing untrained teachers above 40 years age and with 5 years of teaching experience or 40 years age and below with 10 yrs. of teaching experience on 1.4.70 will be treated as trained teachers and will get their first increment from 1.4.71. but financial benefit w.e.f. 1.4.74.

Master degree (2nd class) holders will start at the third stage.

Next increment will be allowed on completion of one year of service counted from the date of option in any case.

### **1975 (from 1.4.75)**

Fixation of pay on 1.4.75 or on the date of option.

Existing pay means existing Basic Pay [G.O. No. 761.Edn(S) dt. 6.9.75].

Teachers → Existing pay + Rs. 20.00 (Adhoc) + one increment in the existing scale for every 10 years' service subject to a minimum of Rs. 10.00 and maximum of Rs. 30.00 or one increment which is higher = Total.



Clerks —> Existing pay + Rs. 15.00 (Adhoc) + one increment in the existing scale for every 10 years' service subject to a minimum of Rs. 7.00 = Total.

Group D Staff —> Existing pay + Rs. 15.00 (Adhoc) + one increment in the existing scale for every 10 years' service subject to a minimum of Rs. 5.00 = Total.

Pay in the revised scale to be fixed on 1.4.75 or on the date of option at a stage corresponding to the total mentioned above. If there is no corresponding stage, pay should be fixed at a stage next above the aggregate mentioned above.

- Option to be exercised within six months from the date of issue of the order.
- Any staff who were on service on 31.3.75 may exercise option to elect the revised scales either from 1.4.75 or from the date following the date of the drawal of one or any subsequent increment in the existing scale after 31.3.75.
- Distinction holders —> as per provision of earlier pay revision.
- Master Degree (2nd class) holders will start at third stage.
- Next increment will be allowed on completion of one year's service counted from the date of option in any case.
- H.M.s of H.S. schools (+2 stages) will get Special Pay of Rs. 100.00 p.m. w.e.f. 1.7.76 or from the actual date(s) from which they have been holding the charge of H.M. of H.S. (2+ stages) which ever is later Spl. pay of H.M.s of erstwhile class XI school will be adjusted against the special pay now approved.
- Existing untrained teachers with 5 years' teaching experience and above 40 years' age or with 10 years' teaching experience and 40 years' age and below on 1.4.75 will be treated as trained teachers and they will get their first increment from 1.4.76.

Further, existing untrained teachers with 10 years' teaching experience will be treated as trained teachers for the purpose of drawal of increment w.e.f. the date on which the condition of teaching experience is fulfilled. Such a teacher will draw the first increment on completion of one year's service from the date on which the condition specified above is fulfilled.

### **1981 (from 1.4.81)**

Fixation of Pay on 1.4.81 or on the date of option [G.O. No. 372 Edn.(B) dt. 31.7.81 and No.492Edn(B) dt. 26.10.81].

Existing pay means existing Basic Pay.

a) If the total existing pay is less than the minimum of the revised scale of pay, the pay shall be fixed at the minimum.

b) If the total of existing pay fits in at a stage or if it falls in between the two stages of the revised scale of pay, the pay shall be fixed at the next higher stage of the revised scale of



## Pay —

Provided that if the difference between the existing pay and the pay to be fixed in any of the revised scale of pay from Sl. No. 1 to 13 be less than the amount equivalent to two increments at the initial stage of the revised scale of pay, pay in the revised scale shall be fixed under clause (a) or (b) of the above and his or her pay in the revised scale shall be re-fixed at the next higher stage.

- An employee whose pay fits in any of the revised scale from 1 to 13 and has completed 10 or 30 years' service on the date of option will get one or two addl. increment(s) respectively.
- An employee of Sl. No. 15 and 16 who has completed 10 years' service on the date of option will get one addl. increment but with financial benefit w.e.f. 1.9.83 and who has completed 20 years' service on the date of option will get the same benefit but with financial benefit from the date of option and who has completed 30 years' service on the date of option will get two addl. increments with financial benefit from the date of option.
- Option to be exercised within 180 days from the date of issue of the order.
- Distinction holders are allowed third stage benefit i.e. Rs. 480/-. Those who have already arrived at this pay after the pay fixation in the revised scale of 1981 will not get any benefit. No financial benefit from 1.4.81 to 31.8.83. [G.O. No. 503(3)-Edu (B) dt. 23.12.83]
- Subsequently revoked.
- D.E.L.T. teachers are allowed to get the third stage benefit i.e. at
  - a) Rs. 600/- for teachers having post-graduate degree in the scale of Rs. 550- 1470/- (revised).
  - b) Rs. 540/- for teachers having Hons. degree in the scale of Rs. 500-1360/- (revised).
  - c) Rs. 480/- for teachers having post-graduate degree in the scale of Rs. 440-1170/- (revised).

The teachers whose pay has already been fixed at the third stage or above after the pay fixation in revised scale of 1981 will not get any additional increment.

- All untrained secondary school teachers will be allowed annual increments in the revised scales of 1981 provided that they should get themselves trained within five years from April, 1981 or from the date of appointment on or after 1.4.81 failing which their increment will be stopped after 5 years till they get themselves trained. The matter of allowing increment to a teacher on completion of 10 years' service remains same as that of 1975 pay revision ( Please see 2nd paragraph of 1975 pay revision).
- All existing secondary school teachers who have improved their qualification relevant to their teaching subjects will get the higher scale on qualification basis without any restriction.



- All existing secondary school teachers who have improved their qualification not relevant to their teaching subjects (groups) will be allowed the higher scale on qualification basis after 5 years' teaching counting from the date on which higher qualification was obtained.
- In future secondary school teachers will be allowed higher pay scale on qualification basis only when they obtain such higher qualification in the subject relevant to their teaching appointment.
- Fixation of pay of the teachers who have improved their qualification will be done in the following manner.
  - a) If the existing pay is lower than the minimum of higher scale, the pay shall be fixed at the minimum of the higher scale. Date of next increment will be one year after such fixation.
  - b) If the existing pay in the lower scale exactly fits at a stage of the higher scale, the pay shall be fixed there and the date of next increment will remain unchanged.
  - c) If the pay in the lower scale does not fit in at any stage of the higher scale, the pay shall be fixed at the next higher stage of the higher scale and the date of next increment will remain unchanged.
- The pay fixation of the newly (on or after 1.4.81) appointed H.M.s. will be done in the following manner.

Existing pay as Asstt. Teacher, on the date prior to the date of joining as H.M. + one increment in the existing scale of Asstt. Teacher = Total.

Pay to be fixed at the stage next above the total.

- An employee whose pay fits in any of the revised scale from Sl. No. 1 to 13 and who have completed 18 years' continuous and satisfactory service is entitled to get next higher scale w.e.f. 1.4.81 or any date after. The pay of such employees in such next higher scale of pay shall be fixed at the next higher stage of pay drawn in the lower scale, the date of next increment remaining the same.

### **1986 (from 1.1.86)**

- Option to be exercised within 90 days from the date of issue of the order [G.O. No. 33 Edn.(B) dt. 7.3.90]
- Date of option may be any date between 1.1.86 and 1.1.90 both the dates inclusive. Pay from 1.1.86 to 31.12.87 is notional. Financial benefit is allowed w.e.f. 1.1.88.
- Fixation of pay on 1.1.86. or on the date of option. Existing pay means existing Basic Pay. Existing Pay + D.P. + A.D.A. upto 1.1.87 + Rs. 50 (I.R.) + 20% of existing pay (minimum Rs. 75/-) = Total.



Pay to be fixed in the revised scale applicable to the employee at the stage next above the total.

- The pay of an employee who has been appointed to a higher post with higher scale or has completed 18 years' service and has received higher scale on or after 1.1.86 but before 1.1.90 shall be fixed in the lower scale first and then his pay shall be fixed in the corresponding higher scale. The date of option of such an employee will be any date on or after 1.1.86 but before the date of completion of 18 years' service or date of appointment to the higher post.
- If the date of option of an employee is also the normal date of his increment in the existing scale, the increment in the existing scale shall be allowed first and the pay in the revised scale shall be fixed thereafter.
- The date of next increment in the revised scale will be on completion of one year counted from the date of option but it will always be on the 1st day of the month in which it is due.
- An employee whose pay has been fixed in any of the revised scale and who reaches the maximum of the scale shall continue to draw increment for a period of three years at the rate last drawn by him as increment.
- A Gr. D employee not appointed as Night Guard but staying in the school and performing the duties as Night Guard in addition to his normal duties shall get a special pay of Rs. 50/- p.m.
- Untrained secondary school teachers shall be allowed annual increment in the revised scale on condition that such untrained teachers will have to get themselves trained within five years from the date of option or from the date of appointment on or after 1.1.86, failing which their increment will be stopped till they get themselves trained. An untrained teacher with 10 years' teaching experience will be treated as trained teacher for the purpose of drawal of increment and will get increment on completion of one year's service from the date on which the above condition is fulfilled.
- An employee whose pay is fixed in any of the revised scales between Sl. No. 1 to 12 and who has completed 18 years' continuous service shall be placed in the next higher scale at the stage next above the pay fixed in the revised scale of pay of his post, the date of increment remaining unchanged.
- All teaching and non-teaching employees shall be entitled to an addl. increment in the revised scales for every 10 years of continuous service and satisfactory counted from the date of appointment subject to a maximum of two such increments in addition to the benefits which may be admissible.
- Secondary teachers/H. M.s with Doctorate degree in the subject taught or allied subject shall get two addl. increments from the date of convocation ; provided that those who obtained this degree prior to the date of option shall get two addl.



increments from the date of option.

- Distinction holders will start at the third stage.
- The age of super annuation of all teaching and non-teaching staff is 60 years.
- A teacher who was previously appointed on leave/deputation vacancy which was duly approved by competent authority and subsequently appointed in a regular post without any interruption or break shall get the benefit of his past service for the purpose of increment and that past services will continue to be treated as qualifying service towards retirement benefit. However his service from the date of regular appointment are only counted for the purpose of 18 years benefit.

### **1996 (from 1.1.96)**

- Option to be exercised within 180 days from the date of issue of the order [G.O. No. 25- SE(B) IM-102/9 dt. 12.02.99]
- Date of option may be any date between 1.1.96 and 1.1.97 both the dates inclusive.
- The pay of an employee who has been appointed to or higher post with higher scale or has completed 18 years' service and has received higher scale on or after 1.1.96 but before 1.1.97 shall be fixed in the lower scale first and then his pay shall be fixed in the corresponding higher scale. The date of option of such an employee will be any date on or after 1.1.96 but before the date of appointment to the higher post of the date of completion of 18 years' service.
- An employee who died on or after 1.1.96 and could not exercise within 180 days shall be deemed to have exercise option for the revised scale from 1.1.96 or any date considered beneficial to him.
- If the date of option of an employee is also the normal date of his increment in the existing scale, the increment in the existing scale shall be allowed first and the pay in the revised scale shall be fixed thereafter.

- Pay Fixation on 1.1.96. or on the date of option.

Existing pay means existing Basic Pay.

Existing Pay + D.A. on 1.1.96 + Int. relief (1st + 2nd) + 40% of existing pay = Total.  
Pay to be fixed in the revised scale applicable to the employee at the stage next above the total.

- The date of next increment is same as that of ROPA 90 stated earlier.
  - No special pay will be granted to any employee of any post.
  - Career Advancement Scheme.
- a) Completion of 18 years' service—same as that of ROPA 90 stated earlier.



- b) Completion of 10/20 years' service - same as that of ROPA 90 stated earlier those who have already received 2 increments in this respect will not get further benefit, but who have got one increment will get another for one year.
- c) All teachers including physical Education and Librarians of secondary schools who have improved / will improve their qualifications who were appointed with higher qualification in the subjects or group relevant to their teaching appointment shall get higher scale of pay appropriate to their qualification, with effect from 1.1.96 or the date of improving qualifications whichever is later.
- d) Untrained secondary school teachers shall be allowed annual increments in the revised scales of pay on condition that such untrained teachers will have to get themselves trained within five years from the date of appointment.

The matter of allowing annual increment to a teacher on completion of 10 years' service remains same as that of 1981 pay revision.

- e) Secondary teachers/H.M.s with Doctorate degree in the subject taught or allied subject shall get two addl. increments from the date of convocation.

Provided that those who obtained this degree prior to the date of option shall get two addl. increments from the date of option, provided that they have not already got such additional increments in the earlier pay-revision and provided further that in the later case pay should be fixed at the third stage of the relevant scale of pay.

- Maximum amount of gratuity has been raised from Rs. 60/000/- to Rs. 2,50,000/-. Emoluments for gratuity = Last B. Pay + D.A. admissible at the time of retirement.

- The H.M.s. and A.H.M.s. have been sanctioned addl. incremental benefits as mentioned below.

- a) H.M. (+2 stages school)—two addl. increments in their revised scale of pay of 1998
- b) A.H.M. (+2 stages school) - two addl. increments in their revised scale of pay of 1998
- c) A.H.M. of High school/ High Madrasah -one addl. increment in their revised scale of pay of 1998.
- d) H.M. of Jr. High School/High Madrasah-one addl. increment in their revised scale of pay of 1998.



- e) Head teacher (trained) of Primary School—two addl. increments in their revised scale of pay of 1998.
- f) Head teacher (untrained) of Primary School — one addl. increment in their revised scale of pay of 1998.

The H.M.s and A.H.M.s who were appointed in that post prior to 1.1.96 and continued in such posts after 1.1.96 are allowed to exercise option within 90 days from the date of issue of this order [G.O. No. 185-SE(B)/1M-119/99 dt. 4.5.2000] ,

Pay fixation : Existing pay + D.A. on 1.1.96 + Int. relief (1st + 2nd) + 40% of existing pay = Total.  
Hence pay fixed in the revised scale = stage next above the total in the appropriate revised scale + two/one increment(s) at that stage in that scale.

The H.M.s and A.H.M.s who will opt for addl. increment(s) shall be required to give an undertaking to the effect that in case they cease to hold the said posts then they will accept pay after re-fixation excluding the increment(s) allowed to him.

- The pay fixation of the H.M.s. appointed on a date after 1.1.96. will be same as stated in the pay revision of 1981. Pay of such H.M.s then be refixed after allowing one/two increment(s) as the case may be.





13

We have no caste, no religion,  
Don't bother for Sorrow,  
United we can make Success  
EFA expedition,  
We may bring bright tomorrow.

EFA = Education For All.



If the age's little more  
Drown not in remorse  
Resort to "Bridge Course"  
That showers bliss more and more.

Education For All — to  
ensure that Universal Elementary  
Education (upto Class VIII) for all  
children is a special effort —  
Success of this effort depends on  
all of us.



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